

CAMBRIDGE



## **An Introduction to the Sounds of English**

**ANN BAKER  
SHARON GOLDSTEIN**

# Sound Symbols

## Vowels

Pronunciation Pairs Symbol	Cambridge Dictionary of American English/ International Phonetic Alphabet	Key Words
/i:/	/i:/	tea, meet
/ɪ/	/ɪ/	sit, if
/e/	/e/	yes, well
/ey/	/eɪ/	day, wait
/æ/	/æ/	hat, man
/ʌ/	/ʌ/	cup, love
/ə/	/ə/	banana, chicken
/ər/	/ər/	letter, doctor
/ɑ/	/ɑ/	hot, father
/ɔ/	/ɔ:/	ball, caught
/ow/	/oʊ/	go, coat
/uw/	/u:/	too, blue
/ʊ/	/ʊ/	book, put
/ay/	/aɪ/	fine, high
/ɔy/	/ɔɪ/	boy, oil
/aw/	/aʊ/	house, now
/ər/	/ɜr/ (used only in stressed syllables)	word, turn, girl

## Consonants

Pronunciation Pairs Symbol	Cambridge Dictionary of American English/ International Phonetic Alphabet	Key Words
/p/	/p/	pop, happy
/b/	/b/	baby, robber
/t/	/t/	two, get
/d/	/d/	did, add
/k/	/k/	key, call
/g/	/g/	good, dog
/s/	/s/	sun, nice
/z/	/z/	zoo, these
/ʃ/	/ʃ/	shoe, information
/ʒ/	/ʒ/	television, beige
/tʃ/	/tʃ/	chips, watch
/dʒ/	/dʒ/	joke, bridge
/j/	/j/	yes, use
/f/	/f/	fan, off, phone
/v/	/v/	very, leave
/w/	/w/	wet, away, one
/h/	/h/	how, who
/θ/	/θ/	think, month
/ð/	/ð/	other, that
/m/	/m/	me, summer
/n/	/n/	no, nine, know
/ŋ/	/ŋ/	sing, think
/l/	/l/	light, fall
/r/	/r/	right, here

SECOND EDITION

# Pronunciation Pairs

**An Introduction to  
the Sounds of English**

**ANN BAKER  
SHARON GOLDSTEIN**



**CAMBRIDGE  
UNIVERSITY PRESS**

# Contents

To the Teacher. . . . . v

To the Student. . . . . vii

Acknowledgments. . . . . viii

## Section A • Vowels

<b>Unit 1</b>	/iy/ tea	Stressed Syllables in Words . . . . .	<b>4</b>
<b>Unit 2</b>	/I/ sit	Stress in Numbers; Moving Stress . . . . .	<b>8</b>
<b>Unit 3</b>	/ε/ yes	Falling and Rising Intonation . . . . .	<b>12</b>
<b>Unit 4</b>	/ey/ day	Stress in Sentences . . . . .	<b>16</b>
<b>Unit 5</b>	/æ/ hat	The Most Important Word . . . . .	<b>20</b>
<b>Unit 6</b>	<b>Review</b>	. . . . .	<b>24</b>
<b>Unit 7</b>	/ʌ/ cup	Strong and Weak Pronunciations . . . . .	<b>26</b>
<b>Unit 8</b>	/ə/ a banana	/ə/ in Unstressed Syllables and Words; can and can't . . . . .	<b>30</b>
<b>Unit 9</b>	/ər/ letter	/ər/ in Unstressed Syllables and Words; Intonation in Choice Questions with or . . . . .	<b>34</b>
<b>Unit 10</b>	/ɑ/ hot	Phrase Groups . . . . .	<b>38</b>
<b>Unit 11</b>	/ɔ/ ball	Using Stress and Intonation to Show a Contrast . . . . .	<b>42</b>
<b>Unit 12</b>	/ow/ go	Linking Vowel Sounds . . . . .	<b>47</b>
<b>Unit 13</b>	/uw/ too	Stress and Pronouns . . . . .	<b>51</b>
<b>Unit 14</b>	/ʊ/ book	Negative Contractions . . . . .	<b>54</b>
<b>Unit 15</b>	<b>Review</b>	. . . . .	<b>58</b>
<b>Unit 16</b>	/oy/ fine	Stress in Compound Nouns . . . . .	<b>60</b>
<b>Unit 17</b>	/ɔy/ boy	Sentence Rhythm and Timing . . . . .	<b>64</b>
<b>Unit 18</b>	/aw/ house	Stress and Linking in Phrasal Verbs . . . . .	<b>67</b>
<b>Unit 19</b>	<b>Review</b>	. . . . .	<b>71</b>
<b>Unit 20</b>	<b>Review</b>	. . . . .	<b>73</b>
<b>Unit 21</b>	/ər/ word	Tag Questions with Falling Intonation . . . . .	<b>75</b>

## Section B • Consonants

<b>Unit 22</b> /p/ pop	Intonation in Lists ..... 82
<b>Unit 23</b> /b/ baby	Stress in Compound Nouns and Phrases..... 86
<b>Unit 24</b> /t/ two	Linking a Final Consonant ..... 90
<b>Unit 25</b> /d/ did	-ed Endings ..... 95
<b>Unit 26</b> /k/ key	Stress in Noun Phrases with Compounds ..... 99
<b>Unit 27</b> /g/ good	Gonna ( <i>going to</i> ) ..... 103
<b>Unit 28</b> Review	..... 107
<b>Unit 29</b> /s/ sun	Linking a Final Consonant Cluster ..... 109
<b>Unit 30</b> /z/ zoo	-s Endings ..... 113
<b>Unit 31</b> /ʃ/ shoe	Linking Words with /ʃ/ ..... 117
<b>Unit 32</b> /ʒ/ television	Stress in Words with -ion ..... 121
<b>Unit 33</b> /tʃ/ chips	Silent Syllables ..... 125
<b>Unit 34</b> /dʒ/ joke	Didja ( <i>did you</i> ); Wouldja ( <i>would you</i> ); Didncha ( <i>didn't you</i> ); Doncha ( <i>don't you</i> )..... 129
<b>Unit 35</b> Review	..... 133
<b>Unit 36</b> /y/ yes	Useta ( <i>used to</i> ) ..... 135
<b>Unit 37</b> /f/ fan	Intonation in Long Sentences ..... 139
<b>Unit 38</b> /v/ very	Weak and Strong Pronunciations of <i>have</i> ..... 143
<b>Unit 39</b> /w/ wet	Wh- Questions with Rising Intonation ..... 148
<b>Unit 40</b> /h/ how	Dropped /h/; Intonation in Exclamations ..... 152
<b>Unit 41</b> /θ/ think	Using Stress and Intonation to Show Surprise 156
<b>Unit 42</b> /ð/ the other	Weak Pronunciations for <i>the</i> and <i>than</i> ..... 160
<b>Unit 43</b> Review	..... 165
<b>Unit 44</b> /m/ me	Using Intonation to Change Meaning ..... 167
<b>Unit 45</b> /n/ no	Syllabic /n/ ..... 169
<b>Unit 46</b> /ŋ/ sing	Weak Pronunciation and Contraction of <i>be</i> .... 173
<b>Unit 47</b> /l/ light, fall	Weak Pronunciation and Contraction of <i>will</i> 178
<b>Unit 48</b> /r/ right	Stress in Long Words ..... 183
<b>Unit 49</b> /r/ after vowels	Intonation in Polite Questions ..... 187
<b>Unit 50</b> Review	..... 191

# To the Teacher

*Pronunciation Pairs*, Second Edition, is designed to help high beginning to intermediate students recognize and produce the sounds of North American English. It covers all the vowel and consonant sounds of the language, as well as stress, rhythm, intonation, linking, and other features of connected speech. The book can be used in the classroom, in a language lab, or for self-study.

The 50 units may be taught in whatever order seems most useful. You may want to work through the units in sequence, alternate vowel and consonant units, or choose only the units that are helpful for your students' particular pronunciation difficulties. A diagnostic test to help identify those difficulties appears in the Teacher's Manual.

## New Features of the Second Edition

Changes from the first edition of *Pronunciation Pairs* include:

- More active listening tasks
- More interactive speaking tasks
- Updated dialogs with related practice tasks
- Practice of stress, rhythm, intonation, or other features of connected speech in every unit
- Lists of common expressions for each target sound
- More realistic mouth illustrations and detailed directions for producing sounds
- Review units for both the vowel and consonant sections
- All new illustrations and two-color design
- Updated illustrations and two-color interior design
- Free audio CD in the Student's Book, with excerpts from the class audio program
- Free Web site for extra practice and reference

## Organization of the Student's Book

*Pronunciation Pairs* is divided into two sections – one on vowels and one on consonants. Each section begins with an introductory unit that shows the basic mouth positions and movements needed to produce the sounds in that section. After the introductory unit, each unit presents a specific sound through a variety of tasks. The tasks move from highly structured practice of the target sound in individual words to more communicative practice of the sound in connected speech, including guided conversations, games, puzzles, and interactive speaking tasks. There are also eight review units.


The units in the Student's Book generally follow this format:

- **Mouth illustrations and directions.** Each unit begins with an illustration of the position of the tongue and other parts of the mouth for the target sound. The illustration is accompanied by directions for making the sound.
- **Word pairs.** Illustrated word pairs appear in almost every unit. Word pairs (also known as *minimal pairs*) are pairs of words, like *ship* and *sheep*, that differ by only one sound. Each set of word pairs contrasts the target sound with another very similar sound. The words are illustrated to make the

difference in meaning clear. Making it visually obvious that changing a single sound in a word can completely alter the meaning helps students understand the importance of accurate pronunciation.

- **Sound recognition tests.** Every unit that presents illustrated word pairs then tests students' ability to distinguish between the sounds being contrasted, first in isolated words and then within sentences. This gives students practice in hearing and identifying the target sound in connected speech.
- **Vocabulary.** Each unit includes a list of words or phrases containing the target sound. The vocabulary words prepare students for the dialog and tasks that follow. An attempt has been made throughout to use simple, everyday words.
- **Dialog.** Each unit contains a dialog or other listening selection with a high concentration of the sound (or sounds) being practiced in the unit. The dialogs are written to sound as natural as possible, and students do not need to understand every word. Each dialog includes a guided listening task that involves use of the target sound.
- **Stress, rhythm, and intonation.** In addition to practicing a particular sound, each unit practices stress, rhythm, intonation, or some other feature of connected speech. The unit subtitle highlights this feature.
- **Practice activities.** Every unit includes one or more interactive speaking tasks, including games, role plays, guided conversations, discussions, or surveys that practice both the target sound and the feature of connected speech presented in the unit.
- **Spelling.** Each unit includes a spelling section that lists the basic spelling patterns for the sound being practiced, using words from the unit as examples.
- **Common expressions.** Each unit concludes with a summary of common phrases and sentences that contain the sound taught in the unit. Practicing these expressions can help improve fluency and encourage students to use the target sound outside the classroom.

### Components of the Second Edition

- **Student's Book** packaged with an audio CD that includes material excerpted from the class audio program
- **Classroom audio program**, available on five audio CDs or cassettes, that contains all the examples and practice material marked with the  symbol in the Student's Book
- **Teacher's Manual** that provides additional help and guidance for teachers using the Student's Book in their classes, answers to all tasks, notes on student difficulties, activities for further practice, and suggestions for linking pronunciation lessons with other coursework
- **Free Web site** ([www.cambridge.org/pp/student](http://www.cambridge.org/pp/student)) with additional practice material for each unit of the Student's Book, a chart of the IPA sound symbols, and a List of Likely Errors that gives information on the difficulties speakers of different languages are likely to have

# To the Student

*Pronunciation Pairs*, Second Edition, will help you recognize and pronounce all the vowel and consonant sounds of North American English. Each unit practices a different sound or reviews a group of sounds. Each unit also practices a speech feature such as stress, intonation, rhythm, or linking words together. These features are as important as individual sounds for speaking and understanding English.

There are many types of listening and speaking activities in the book. Most of the units include word pairs that contrast two sounds. Word pairs are pairs of words, such as *night* and *light*, that are the same except for one sound. If your first language does not have one or both of the different sounds in the word pair, practicing the word pairs can help you learn to hear – and produce – the two different sounds.

*Pronunciation Pairs* has two main sections – one on vowels and one on consonants. Each section has an introduction to making the sounds in that section. You can work through the book from beginning to end or you can choose units that practice the sounds or other pronunciation features that are difficult for you.

In each unit, a vocabulary list gives you practice saying the sound in everyday words, and a spelling section shows you how the sound is spelled. A dialog or other listening selection gives you practice in hearing the sound in conversation. You will also have the opportunity to practice the sound with other students in conversations, games, or other activities. Each unit ends with a list of some common words and sentences that use the sound. Practicing these expressions can help you improve your fluency and remind you when to use the sound outside the classroom.

You can use this book in a class with a teacher or in a language lab. You can also use many of the tasks for self-study. If you are using the book for self study, find a partner to practice the conversations, games, or other activities. An audio CD is included at the back of your book. This audio CD has some of the material from the full class audio program. A list of the material recorded on this CD is shown on the inside back cover.

You will find the following equipment helpful:

- a CD player or computer for listening to the recordings on the Student's Book audio CD
- equipment for recording your own voice
- a mirror for comparing the position of your mouth with the pictures of the mouth in each unit

You can find extra practice for each unit on the Web site for *Pronunciation Pairs* at [www.cambridge.org/pp/student](http://www.cambridge.org/pp/student)

# Acknowledgments

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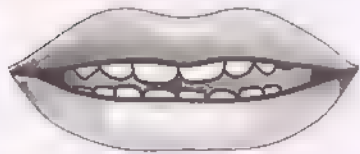
And thanks to Jim and Louisa, who helped me in more ways than they know.

# Section **A** **VOWELS**

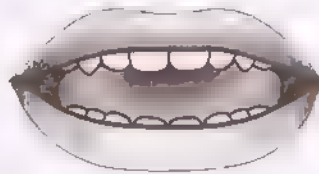


# Making

## Practice moving your mouth.



1. Open your mouth a little bit.



2. Open your mouth a little more.



3. Open your mouth wide.

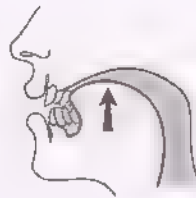
## Practice moving your tongue.



1. Push your tongue forward.



2. Pull your tongue back.



3. Move your tongue up.



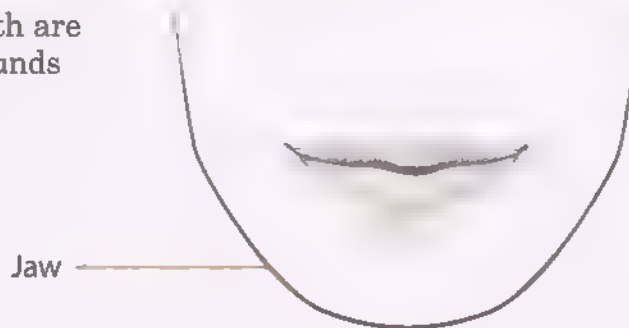
4. Put your tongue down.



5. Curl the tip of your tongue up and back.

## Practice making tense and relaxed vowel sounds.

The muscles of the mouth are tense for some vowel sounds and relaxed for others.



1. Push your tongue forward and up.

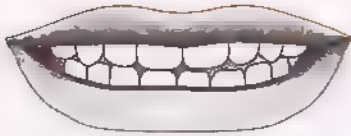
Spread your lips into a smile.

Put your hand under your jaw.

Practice the sound /iy/: easy, see, tea.

Your muscles should feel tight – or tense.

# Vowel Sounds



4. Spread your lips into a smile.



5. Make your lips a little round.



6. Push your lips forward into a tight circle.

The pictures to the right show how to make the sounds /iy/ (as in *tea*), /a/ (as in *father* or *hot*), and /uw/ (as in *too*).

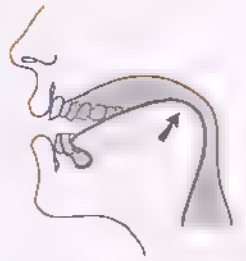
Feel how your tongue moves as you say /iy/, /a/, and /uw/.



1. Push your tongue forward and up: /iy/



2. Put your tongue down and back.  
Open your mouth wide: /a/



3. Pull your tongue up and back: /uw/



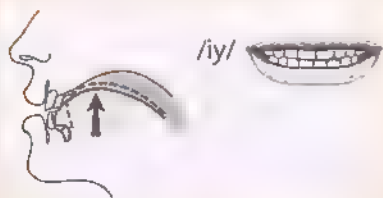
2. Pull your tongue up and back.  
Push your lips forward into a tight circle.  
Put your hand under your jaw.  
Practice the sound /uw/:  
too, school, who.  
Your muscles should feel tight – or tense.



3. Let your tongue rest in the middle of your mouth.  
Let your mouth rest open.  
Put your hand under your jaw.  
Practice the sound /a/:  
cup, bus, uh.  
Your muscles should feel relaxed.

## /iy/ • tea

## Stressed Syllables in Words



- Open your mouth just a little for the sound /iy/.  
 Spread your lips into a smile.  
 Push your tongue forward in your mouth.  
 /iy/ is a long sound.  
 Move your tongue up a little as you say it.  
 Listen and repeat: /iy/.



## Vocabulary

- 1 The sound /iy/ is very long in these words. Listen and repeat.



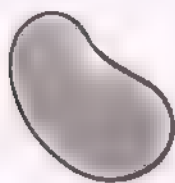
tea



three



cheese



bean



meal

- 2 The sound /iy/ is shorter in these words. Listen and repeat.



meat



peach



Greek



pizza



coffee

3 Is the /iy/ sound longer in the words on the left or the words on the right? Listen and repeat.

see  
please  
cream

eat  
beef  
complete

### Dialog: Eating out

Three friends are at a pizza restaurant.

## PETE'S PIZZA

### MENU

Complete Meal Only \$15

Bean Soup or Greek Salad

Three Cheese Pizza or Meat Pizza (beef and pepperoni)

Ice Cream or Cheesecake or Peaches (in season)

Coffee or Tea

1 Cover the dialog and listen. Circle the correct words in parentheses.

1. Steve doesn't eat (cheese / meat / beans).
2. They order (two cheese pizzas and one meat pizza / two meat pizzas and one cheese pizza).
3. Three people order (Greek salad / coffee).

2 Listen again and read the dialog. Check your answers to step 1.

**Deena** What are you getting to eat, Lee?

**Lee** The meat pizza and Greek salad. And a cup of coffee.

**Deena** Me, too. Are you getting the meat pizza, too, Steve?

**Steve** No, the cheese pizza. I don't eat meat.

**Lee** Really?

**Waitress** Good evening. Are you ready to order?

**Deena** Let's see . . . We'd like two meat pizzas and one cheese pizza.

**Waitress** Bean soup or Greek salad to start?

**All three** Greek salad.

**Waitress** And would you like coffee or tea?

**Deena** Three coffees, please.

**Steve** Make that two coffees. Tea for me, please.

**Waitress** (repeating the order) Three Greek salads . . . two meat pizzas . . . one cheese pizza . . . two coffees . . . one tea.

## Stressed Syllables in Words

- 1 A syllable is a part of a word. Each syllable has a vowel sound.
- 2 Cheese has one syllable; *piz • za* has two syllables; *cheese • bur • ger* has three syllables.
- 3 In English words with more than one syllable, one syllable is **stressed**, or stronger. The stressed syllable sounds **louder** and **s l o w e r**.
- 4 Some English words with two syllables have stress on the second syllable: *re • **peat***
- 5 But most English words, especially nouns, with two syllables have stress on the first syllable: ***piz** • za*.

 1 Listen and repeat. The stressed syllables are in **bold**.

**pizza**          **repeat**

 2 Listen to the words. Underline the stressed syllable in each word.

- |                        |                      |                        |
|------------------------|----------------------|------------------------|
| 1. <u>p</u> izza       | 5. peo <u>p</u> le   | 9. be <u>lie</u> ve    |
| 2. re <u>pea</u> t     | 6. co <u>m</u> plete | 10. re <u>ad</u> y     |
| 3. co <u>ff</u> ee     | 7. re <u>al</u> ly   | 11. i <u>c</u> e cream |
| 4. che <u>ese</u> cake | 8. se <u>as</u> on   | 12. eve <u>n</u> ing   |

3 Listen again. Repeat the words and check your answers.

4 Circle the correct word in parentheses to complete the rule: Verbs with two syllables often have stress on the (first / second) syllable.

## Role-Play

1 Practice in a group of three or four people.

You are in a restaurant. One person is the waiter or waitress.

2 Talk about what you are going to eat. Use the menu on page 5.

3 The waiter or waitress asks questions. One person orders.  
The waiter or waitress repeats the order.

*Example:* A Are you ready to order?

B Let's see. We'd like two meat pizzas.

A Would you like bean soup or Greek salad?

B Two Greek salads, please.

## The Alphabet

-  **1** Listen to the letters of the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- 2** In American English, nine letters of the alphabet have the sound /iy/ in their names. Circle them in the alphabet above.
- 3** Listen again. Repeat the letters and check your answers to step 2.
- 4** Practice with a partner. Spell your full name. Your partner should write your name as you spell it. Make sure your partner writes it correctly.

## Spelling

The sound /iy/ is usually spelled with the letter *e*. Add more examples below.

**ee** three, see, feel, cheese, \_\_\_\_\_  
**ea** tea, eat, repeat, please, \_\_\_\_\_  
**e** me, we, be, equal  
**e . . . e** (the second *e* is silent) these, complete, evening

*Other spellings:*

**y** (at the end of a word) very, only, ready, \_\_\_\_\_  
**ie** believe, piece, movie  
**ei** receive, either  
**ey** key, money  
**i** visa, machine, police, ski, taxi

*Unusual spelling:* people

## Common Expressions

-  Listen and repeat these common expressions with the sound /iy/.

Really?

I agree.

Could you repeat that, please?

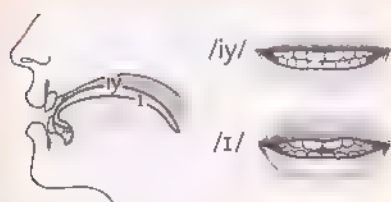
I can't believe it.

Pleased to meet you.

Can I please speak to Lee?

## /ɪ/ • sit

Stress in Numbers; Moving Stress



Practice the sound /iy/.  
Open your mouth a little more for /ɪ/.  
Do not spread your lips into a smile.  
Pull your tongue down a little.  
/ɪ/ is a shorter, more relaxed sound than /iy/.  
Listen and repeat: /ɪ/.



### Word Pairs

1 Listen to these word pairs.

#### Sound 1: /iy/



sheep



seat



heel



feel



sleep

#### Sound 2: /ɪ/

ship



sit



hill



fill



slip



2 Listen again and repeat.

## Test Yourself

1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

2 Listen to each sentence and circle the word you hear.

1. He isn't going to (leave / live).
2. Try not to (sleep / slip).
3. They want to buy a (sheep / ship).
4. Those (heels / hills) are very high.
5. Did you (feel / fill) the glass?
6. Do you want (a seat / to sit)?

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

Listen and repeat these words with the sound /i/. In words with more than one syllable, the stressed syllable is in **bold**.

is	sick	sit	Mrs. ("missiz")	listen	fifteen
it's	think	miss	ticket	minutes	beginning
if	quick	film	begins	fifty	interesting

## Dialog: A plan to see a film

Two friends have plans to see a film.

1 Work with a partner. Read the dialog. Fill in the blanks with words from task C.

**Cindy** (ringing her friend's doorbell)

**Mrs. Kim** Hello, Cindy.

**Cindy** Hi, Mrs. Kim. \_\_\_\_\_ is \_\_\_\_\_ William in? Is he coming with me to the film?  
I picked up a \_\_\_\_\_ for him.

**Mrs. Kim** Oh, William's sick.

**Cindy** Here he is! Hi, William! Are you \_\_\_\_\_?

**William** What film is it? Anything \_\_\_\_\_?

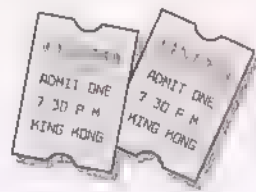
**Cindy** \_\_\_\_\_ *King Kong*. And it \_\_\_\_\_ in fifteen minutes.

**William** Fifty minutes? Come in and \_\_\_\_\_ down.

**Cindy** Not fifty minutes, fifteen!

**Mrs. Kim** Listen, William, \_\_\_\_\_ you're sick, I don't think . . .

**William** Quick! Or we'll miss the \_\_\_\_\_ of the film!



## Stress in Numbers

Stress can help you hear the difference between numbers ending in *-teen* and *-ty*.

- In *-teen* numbers, the last syllable is usually stressed.
- The *t* in *-teen* has a clear /t/ sound.
- In *-ty* numbers, the first syllable is always stressed.
- The *t* in *-ty* often sounds like a quick /d/ sound.

Listen and repeat.

13	<b>thirteen</b>	30	<b>thirty</b>
14	<b>fourteen</b>	40	<b>forty</b>
15	<b>fifteen</b>	50	<b>fifty</b>
16	<b>sixteen</b>	60	<b>sixty</b>
17	<b>seventeen</b>	70	<b>seventy</b>
18	<b>eighteen</b>	80	<b>eighty</b>
19	<b>nineteen</b>	90	<b>ninety</b>

## Moving Stress

In most words, stress does *not* change. However, the stress in *-teen* numbers sometimes changes. It moves to the first syllable when

- counting: **thirteen**, **fourteen**, **fifteen**, **sixteen**, etc.
- a stressed syllable follows: **fifteen minutes**, **fourteen days**
- the *-teen* number is part of a year: 1915 (**nineteen fifteen**).

Listen and repeat.

- A It begins in **fifteen minutes**.  
 B **Fifty**?  
 A No, **fifteen**!

## Conversation Practice

Practice this conversation with a partner. Use the *-teen* and *-ty* numbers in task E.

- A It begins in \_\_\_\_\_teen minutes.  
 B \_\_\_\_\_ty?  
 A No, \_\_\_\_\_teen!



## Bingo Game

- 1 Play in a group of three to five people.
- 2 One person will call out the numbers in task E in any order. The other people each choose one of the grids below.
- 3 When a number is called, cross it out.
- 4 The first person to cross out all the numbers in a grid calls out "BINGO!" and is the winner.

13	30	80
7	19	50
17	90	8

A

60	4	16
70	7	13
30	18	40

B

14	15	16
70	90	50
40	17	5

C

60	6	15
50	14	18
9	90	80

D



## Spelling

The sound /ɪ/ is usually spelled with the letter *i*. Add more examples below.

- i** sit, did, will, interesting, minute, \_\_\_\_\_  
sit – sitting, begin – beginning, win – winner

*Other spellings:*

- y** syllable, rhythm, gym  
**ui** building, guilty

*Unusual spellings:* English, pretty, been, busy, business, women



## Common Expressions

- Listen and repeat these common expressions with the sound /ɪ/.

Listen to this.  
Who is it?  
Come in.

Do you speak English?  
I think it's interesting.  
Where do you live? I live in the city.


## /ɛ/ • yes

Falling and Rising Intonation



/ɪ/ 

/ɛ/ 

 Practice the sound /ɪ/.  
Open your mouth a little more  
for /ɛ/.  
/ɛ/ is a short, relaxed sound.  
Listen and repeat: /ɛ/.



### Word Pairs

 1 Listen to these word pairs.

Sound 1: /ɪ/

Sound 2: /ɛ/



bill

bell



pin

pen



chicks

checks



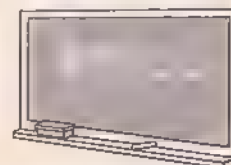
wrist

rest



spill

spell



2 Listen again and repeat.

## B Test Yourself

1 Listen and circle the word you hear.

- |                |                    |                    |
|----------------|--------------------|--------------------|
| 1. bill / bell | 3. wrist / rest    | 5. spill / spell   |
| 2. pin / pen   | 4. chicks / checks | 6. bitter / better |

2 Listen to each sentence and circle the word you hear.

- I dropped a (pin / pen).
- Is that the (bill / bell)?
- This coffee tastes (bitter / better).
- Her name is (Ginny / Jenny).
- Whose (chicks / checks) are these?
- He (spilled / spelled) soup.

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

1 Listen and repeat these words with the sound /ε/. Underline the stressed syllable in each word.

<u>ever</u>	weather	restaurant	everybody	empty
friendly	yesterday	welcome	especially	excellent
hotel	expensive	everything	any	jealous

2 Listen again. Repeat the words and check your answers.

## D Dialog

*Jenny just came back from vacation.*

1 Listen to the dialog. Mark each sentence below *T* for *true* or *F* for *false*. Correct the sentences that are false.

- F       Jenny went to <sup>Venice</sup> ~~Mexico~~.
- She went with her sister.
- The weather was dry.
- The hotel was expensive.
- The restaurants were terrible.
- She said it was the best vacation ever.



**2** Listen again and read the dialog. Check your answers to step 1.

**Jenny** Hello, Ben!

**Ben** Hi, Jenny. Welcome back.

**Jenny** Thanks!

**Ben** Where did you spend your vacation?

**Jenny** I went to Venice with a friend.

**Ben** Venice? I'm jealous! Tell me everything! When did you get back?

**Jenny** Yesterday.

**Ben** How was the weather?

**Jenny** Wet!

**Ben** Was it expensive?

**Jenny** Yes. Very. Especially the hotel.

**Ben** How were the restaurants?

**Jenny** They were excellent. But expensive. I spent every cent I had.

**Ben** So . . . the weather was wet, everything was very expensive, and you don't have any money left. It sounds terrible!

**Jenny** No. It was the best vacation ever!

## Falling and Rising Intonation

Intonation is the music of language – the way the voice rises (goes up) and falls (goes down) in a phrase or sentence.

- In falling intonation, the voice jumps up on the most important word in the sentence and then falls at the end.
- Statements and *Wh-* questions (questions with *Who? What? Why? When? Where? How?*) usually end with falling intonation.
- In rising intonation, the voice goes up at the end.
- *Yes / No* questions (questions you can answer with *yes* or *no*) usually end with rising intonation.

 Listen and repeat.

*Wh-* question: Where did you spend your vacation?

Statement: I went to **Venice**.

*Yes / No* question: Was it **expensive**?

Statement: **Yes. Very.**



## Conversation Practice



**1** Listen and repeat these place names.

Mexico	Texas	Yemen	Ecuador
Belgium	Tibet	Kenya	Senegal
Venice	Quebec	Denmark	Central America

**2** Practice this conversation with a partner. Use the place names in step 1.

**A** Where did you spend your vacation?

**B** I went to \_\_\_\_\_.

**A** Was it expensive?

**B** Yes. Very. / No. Not very.



## Discussion

Practice in a group of two or three people. Take turns asking and answering questions about your best vacation ever. Use words from task C or other words with the sound /ε/.

*Example:* **A** What was your best vacation ever?

**B** My trip to Ecuador. It was beautiful! The beaches were empty.

**A** Were the people friendly?

**B** Yes. Everybody was very friendly.



## Spelling

The sound /ε/ is usually spelled with the letter *e*. Add more examples below.

**e** yes, went, spell, expensive, \_\_\_\_\_  
get – getting

*Other spellings:*

**ea** ready, weather, head, breakfast, \_\_\_\_\_

**a** any, many

**ai** said, again

*Unusual spellings:* says, friend



## Common Expressions



Listen and repeat these common expressions with the sound /ε/.

Yes.

It's **very** expensive.

Help!

How do you spell weather?

You're welcome.

Let's get ready.

# /ey/ • day

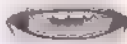
## Stress in Sentences



/ε/



/ey/



Practice the sound /ε/.

Close your mouth a little for /ey/.

/ey/ is a long sound.

Spread your lips and move your tongue up a little as you say it.

Listen and repeat: /ey/.



## Word Pairs



1 Listen to these word pairs.

Sound 1: /ε/

Sound 2: /ey/



pen

pain



wet

wait



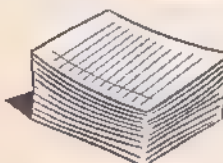
test

taste



pepper

paper




shed

shade



2 Listen again and repeat.

## Test Yourself


-  **1** Listen and circle the word you hear.
- |                 |                   |                 |
|-----------------|-------------------|-----------------|
| 1. pen / pain   | 3. wet / wait     | 5. test / taste |
| 2. shed / shade | 4. pepper / paper | 6. sell/ sail   |

-  **2** Listen to each sentence and circle the word you hear.

1. Can I have some more (pepper / paper)?
2. Put it in the (shed / shade).
3. This (pen / pain) is terrible.
4. Did you see her (letter / later)?
5. I want to (sell / sail) the boat.
6. (Test / Taste) the cake and see if it's done.

- 3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

-  Listen and repeat these words with the sound /ey/.

today	ages	mistake	vacation
away	train	8:08	changed
May	late	eighth	
April	waiting	station	

## Dialog: At the Train Station

*Jay Davis is waiting for a train.*

- 1** Work with a partner. Read the dialog on pages 17 and 18. Fill in the blanks with words from task C.

**Jay Davis** Hey! This train is late! I've been waiting here for \_\_\_\_\_ ages \_\_\_\_\_.

**Conductor** Which train are you \_\_\_\_\_ for?

**Jay Davis** The 8:18 to Great Plains.

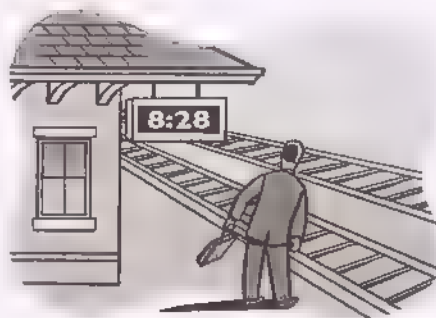
**Conductor** The 8:18? I'm afraid you've made a \_\_\_\_\_, sir.

**Jay Davis** A mistake? I take this \_\_\_\_\_ every day!

**Conductor** The train to Great Plains leaves at \_\_\_\_\_.

**Jay Davis** At 8:08? Where does it say that?


**Conductor** Right here. Train to Great Plains 8:08. They \_\_\_\_\_ the schedule.



**Jay Davis** They changed it? I guess they changed it while I was \_\_\_\_\_ on vacation.

**Conductor** They changed the schedule at the end of April, sir. \_\_\_\_\_ is the eighth of May.

**Jay Davis** Hm! So the train isn't late. *I'm* late.

 **2** Listen to the dialog and check your answers.

## Stress in Sentences

In a sentence, some words are stressed more than others.

- Stressed words sound **louder** and **s l o w e r**.
- If a stressed word has more than one syllable, only one syllable is stressed.
- The words that are stressed are words that are important for the meaning of the sentence – usually words such as nouns, verbs, adjectives, adverbs, and *wh*- words.
- Structure words such as *a, the, and, but, to, of, it,* and *you* are usually unstressed. They sound **quieter** and **quicker**.

Stress in words does not usually change. But sentence stress can change with the speaker's meaning.

 **1** Listen and repeat.

I've been **waiting** for **ages**.

I'm **afraid** you've **made** a **mistake**.

They **changed** the **schedule** at the **end** of **April**.

 **2** Listen to the sentences. Underline the stressed syllables.

- |  |                                     |
|--|-------------------------------------|
| 1. <u>Today</u> is the <u>eighth</u> of <u>May</u> . | 5. She's going to Spain.            |
| 2. It's my neighbor's birthday.                      | 6. Her plane leaves at eight.       |
| 3. I baked her a cake.                               | 7. Can you take her to the airport? |
| 4. But she's going away on vacation.                 | 8. I'll give you the cake.          |

## Conversation Practice

**1** Work with a partner. Underline the stressed syllables in each of B's sentences in the conversation.

**A** Today is the eighth of May.

**B** The eighth?

**A** Yes. It's my neighbor's birthday.

**B** Your neighbor Kate?

**A** Yes. I baked her a cake.

**B** A cake?

**A** But she's going away on vacation.

**B** She's going away?  
**A** Yes. She's going to Spain.  
**B** To Spain?  
**A** Yes. Her plane leaves at eight.  
**B** At eight today?  
**A** Yes. Can you take her to the airport?  
**B** Me? Maybe.  
**A** I'll give you the cake.  
**B** But you made it for Kate.  
**A** Yes, but she's going away.  
**B** Is it a lemon cake?  
**A** Yes.  
**B** Mm, my favorite! OK, I'll take her!

 **2** Listen to the conversation and check your answers.

**3** Practice the conversation with a partner.

## Spelling

The sound /ey/ is usually spelled with the letter *a*. Add more examples below.

**a . . . e** late, name, change, mistake, \_\_\_\_\_  
**a** April, later, station, vacation  
**ay** day, say, away, \_\_\_\_\_  
**ai** train, wait, afraid, \_\_\_\_\_

*Other spellings:*

**eigh** eight, eighteen, weigh, neighbor  
**ea** great, break, steak  
**ey** they, hey!, obey

## Common Expressions

 Listen and repeat these common expressions with the sound /ey/.

OK.	What's your name?
Wait!	What's today's date?
I'm late.	Have a great day!

# /æ/ • hat

The Most Important Word



/ɛ/



/æ/



Practice the sound /ɛ/.  
Open your mouth a little more for /æ/.  
Listen and repeat: /æ/.



## Word Pairs

1 Listen to these word pairs.

Sound 1: /ɛ/



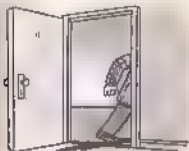
X



pen



men



left



said

Sound 2: /æ/

axe



pan



man



laughed



sad



2 Listen again and repeat.

## B Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

- Where did you put the (pen / pan)?
- Is that man in the picture (dead / Dad)?
- He drew an (X / axe) on the board.
- I talked to the (men / man) in the store.
- They're (said / sad) to be leaving.
- She (left / laughed) when I said that.

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

- 1 Listen and repeat these words with the sound /æ/.

a hat	a backpack	a black jacket	black pants
glasses	a mustache	a plastic bag	a plaid jacket

- 2 Work with a partner. Match the pictures with the words in step 1.

1.



2.



3.



4.



5.



6.



7.



8.



Alice works at a bank. There was a robbery on Saturday. A police detective is asking Alice questions.

- 1 Listen to the dialog. Check ✓ the items in task C that describe the man who robbed the bank.

**2** Listen again and read the dialog. Check your answers to step 1.

**Detective** Excuse me, ma'am, do you recognize any of the men in this photograph?

**Alice** Yes, that one. That's him! That's the man who robbed the bank!

**Detective** The man with the black pants?

**Alice** Yes. But he had a mustache.

**Detective** A mustache? This man? Last Saturday?

**Alice** Yes. And he was wearing a jacket.

**Detective** A black jacket?

**Alice** No, a plaid jacket. Red plaid.

**Detective** Can you tell me exactly what happened?

**Alice** Well, I was working at the bank on Saturday afternoon. Suddenly, this man ran past me, grabbed a handful of cash, and stuffed it in a bag.

**Detective** What kind of bag?

**Alice** A plastic bag.

**Detective** And what happened after that?

**Alice** He ran back out again. It all happened so fast.

**Detective** And you're absolutely sure the man in this photograph is the same man?



**Alice** Yes. Absolutely. That's him.

**Detective** Thank you for your help.

**Alice** I hope you catch him!

## The Most Important Word

In English, the most important word in the sentence stands out more than other stressed words.

- ▣ The stressed syllable of this word is **loud** and **s l o w**.
- ▣ The intonation changes on this word. The voice either jumps up on the stressed syllable and then  falls or jumps down and then rises .
- ▣ The most important word is often at the end of a sentence, especially at the beginning of a conversation.
- ▣ As a conversation continues, the word that gives new, or added, information becomes the most important word.

 **1** Listen to these two conversations.

**A** He stuffed the cash in a **bag**.

**B** What **kind** of bag?

**A** A **plastic** bag.

**A** He was wearing a **jacket**.

**B** A **black** jacket?

**A** No, a **plaid** jacket. **Red** plaid.

**2** Listen again and repeat.

## Conversation Practice

1 Listen to this conversation.

A That's the person who took my bag!

B Did he have a hat?

A Yes. A black hat.

2 Practice the conversation with a partner. Replace the underlined words with the items in the pictures. What is the most important word in each sentence?



a hat (black)



a bag (plastic)



a jacket (plaid)



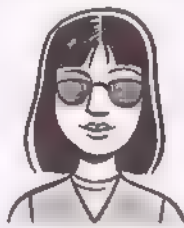
a hat (red)



a mustache (big)



a jacket (black)



glasses (dark)



a backpack (small)

## G Spelling

The sound /æ/ is almost always spelled with the letter *a*. Add more examples below.

a hat, man, jacket, glasses, \_\_\_\_\_  
grab – grabbed, sad – sadder

Unusual spellings: laugh, plaid

## Common Expressions

Listen and repeat these common expressions with the sound /æ/.

Thanks.

Welcome back.

What happened?

What's the matter?

I understand.

Do you have any plans?

# Review

/iy/, /I/, /ε/, /ey/, and /æ/



## Test Yourself

/i:/	/I/	/ε/	/ey/	/æ/
lead	lid	led	laid	lad
beat	bit	bet	bait	bat
seal	sill	sell	sail	Sal
dean	din	den	Dane	Dan

- 🎧 Listen to words from the table. When you hear a word, write the number of its vowel sound.

1. (bat) 5      4. \_\_\_\_\_      7. \_\_\_\_\_      10. \_\_\_\_\_  
 2. \_\_\_\_\_      5. \_\_\_\_\_      8. \_\_\_\_\_      11. \_\_\_\_\_  
 3. \_\_\_\_\_      6. \_\_\_\_\_      9. \_\_\_\_\_      12. \_\_\_\_\_



## Vocabulary

- 1 Write each word in the correct column of the table below.

thanks	salad	ready	lettuce
lemon	chicken	back	steak
need	rain	think	sit
great	seat	feel	blanket

/i:/	/I/	/ε/	/ey/	/æ/
				thanks

- 🎧 2 Listen. Repeat the words and check your answers.

## Dialog: Dinner on the grass

Anna just came home from work. Ben made dinner.

1 Cover the dialog and listen.

**Anna** Do you need help with dinner?

**Ben** No thanks. Everything's ready.

**Anna** Great! Are we having chicken?

**Ben** No, I made steak.

**Ann** Any vegetables?

**Ben** Yes, lettuce and tomato salad. Did you pick up some bread at the bakery?

**Anna** Yes. And lemon cheesecake.

**Ben** Lemon cheesecake? That sounds . . . interesting.

**Anna** I tasted it. It's delicious!

**Ben** Let's eat in the backyard. OK?

**Anna** Good idea! It's really pretty this evening.

**Ben** (carrying the steak and salad out) Can you get plates and napkins?

**Anna** OK. I'll be back in a minute. Should we sit on this seat?

**Ben** Let's sit on this blanket on the grass.

**Anna** (sitting) Mm. It smells delicious. I can't wait to eat.

Uh-oh . . . did you feel that? I think it's beginning to rain.

**Ben** (standing) It figures! Can you help me bring everything back in?



2 Read the dialog. Add words from the dialog to the table in task B.

## Syllables and Stresses

Listen. How many syllables does each word have? Write the number of syllables in the space. Then underline the stressed syllable.

1. everything    3

4. minute    \_\_\_\_\_

7. tomato    \_\_\_\_\_

2. evening    \_\_\_\_\_

5. beginning    \_\_\_\_\_

8. cheesecake    \_\_\_\_\_

3. salad    \_\_\_\_\_

6. vegetables    \_\_\_\_\_

9. delicious    \_\_\_\_\_

## Puzzle: Which word does not belong?

Circle the word in each line that does not have the same vowel sound as the others.

1. seat    steak    idea    cheese

2. pick    pretty    evening    minute

3. jacket    grass    having    bakery

4. any    taste    weather    every

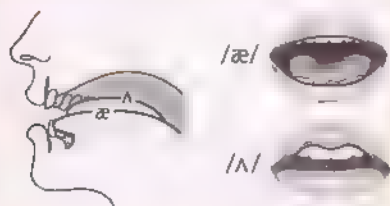
5. eat    feel    jealous    need

6. great    bread    wait    made

# UNIT 7

## /ʌ/ • cup

Strong and Weak Pronunciations



Practice the sound /æ/.  
Close your mouth a little for /ʌ/.  
Your tongue should rest in the middle of your mouth.  
/ʌ/ is a short, relaxed sound.  
Listen and repeat: /ʌ/.



### Word Pairs

1 Listen to these word pairs.

Sound 1: /æ/

Sound 2: /ʌ/



cap

cup



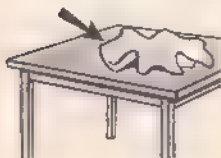
bag

bug



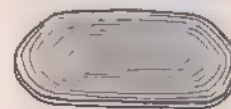
cat

cut



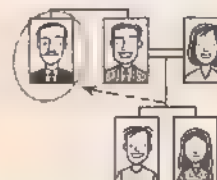
rag

rug



ankle

uncle



2 Listen again and repeat.



## Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_
- 2 Listen to each sentence and circle the word you hear.
1. Don't sit on the (bag / bug)!
  2. This (cap / cup) is too small.
  3. I threw away the old (rag / rug).
  4. What happened to your (ankle / uncle)?
  5. They (ran / run) quickly.
  6. How did he get that (cat / cut)?
- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.



## Vocabulary

- 1 One word in each column does *not* have the sound /ʌ/. Work with a partner. Circle the words that do not have the sound /ʌ/.

love

doesn't

young

company

much

don't

enough

cousin

lunch

nothing

talking

once

happy

month

brother

your

honey

wonderful

other

understand

- 2 Listen. Repeat the words and check your answers.



## Dialogues

*Russell thinks his girlfriend doesn't love him.*

- 1 Work with a partner. Read the dialog on pages 27 and 28. Fill in the blanks with words from task C. They are all words like *love* that are spelled with the letter *o* but pronounced with the sound /ʌ/.

**Jasmine** Why are you so unhappy?

**Russell** (says *nothing*)

**Jasmine** Honey, why are you so sad?

**Russell** You don't love me, Jasmine.

**Jasmine** But Russell, I don't understand. I love you very much!

**Russell** No, you don't. You're in love with my cousin.



**Jasmine** Justin?

**Russell** No, my \_\_\_\_\_ cousin.

**Jasmine** Duncan?

**Russell** Don't be funny. He's much too young. I'm talking about his \_\_\_\_\_.

**Jasmine** You mean Hunter? That's nuts!

**Russell** And Hunter loves you, too.

**Jasmine** No, he \_\_\_\_\_.

**Russell** Yes, he does.

**Jasmine** Russell, just once last \_\_\_\_\_ I had lunch with Hunter. There's \_\_\_\_\_ for you to be jealous about.

**Russell** You think he's fun to be with, and I'm just . . . dull.

**Jasmine** But honey, I like your \_\_\_\_\_ much better than Hunter's. I think you're \_\_\_\_\_.

**Russell** You do?


 **2** Listen to the dialog and check your answers.



## Strong and Weak Pronunciations

Many short structure words like the verb *be* (*is, was, were, etc.*), the auxiliary *do* (*do, does, etc.*), and pronouns (*you, he, she, etc.*) have two pronunciations: a strong pronunciation and a weak pronunciation.

- The strong pronunciation is used at the end of a sentence or when the word gets special emphasis. The strong pronunciation has a long, clear vowel sound.
- Otherwise, the weak pronunciation is usually used.
- The weak pronunciation is \_\_\_\_\_ and quicker. The vowel sound is very short.
- Negative words like *wasn't* and *don't* always have a strong pronunciation.

 Listen and repeat the weak and strong pronunciations.

**A** Was he jealous?

**B** Yes, he was.

**A** Does she love Russell?

**B** Yes, she does.

**A** Do they love each other?

**B** Yes, they do.

He wasn't happy.

It doesn't matter.

I don't understand.

## Scrambled Conversations

1 Listen to the questions on the left. Fill in the missing words.

A	B
Does he _____ have any brothers?	No, he wasn't.
_____ come here often?	No, she wasn't.
_____ have enough money?	Yes, he does. A younger brother.
_____ late for lunch?	No, I don't. Just once a month.
_____ understand Russian?	Yes, they do. They have two sons.
_____ in love with his cousin?	No, she doesn't, but her husband does.
_____ have any children?	I think I do. How much is it?

2 Practice with a partner. Ask and answer the questions above. Student A asks a question on the left. Student B responds by choosing an answer from the right.

*Example:* A Does he have any brothers?

B Yes, he does. A younger brother.

3 Listen and check your answers.

## G Spelling

The sound /ʌ/ is usually spelled with the letter *u* or *o*. Add more examples below.

- u** sun, much, just, funny, \_\_\_\_\_  
sun – sunny, run – running
- o** love, money, mother, once, done, \_\_\_\_\_

*Other spellings:*

- ou** country, young, cousin, enough, trouble
- a** was, wasn't, what

*Unusual spellings:* blood, flood, does, doesn't

## Common Expressions

Listen and repeat these common expressions with the sound /ʌ/.

What **country** are you from?  
What's **up**? Nothing much.  
That was fun!

Do you have **enough money**?  
Would you like **another one**?  
I love it!

# /ə/ • a banana

/ə/ in Unstressed Syllables and Words; *can* and *can't*



/ə/



Practice the sound /ə/.

Make it very short for /ə/.

The sound /ə/ is always short and weak.

Listen and repeat: /ə/.



## Vocabulary



1 The sound /ə/ is used in many unstressed syllables and words. In the words below, the spelling has been changed to show you when to use the sound /ə/. Stressed syllables are in bold. Listen and repeat.



chickən



təmatəʊs



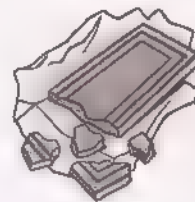
lɛttə



ə bənənə



ən ɒniən



səme ʃɒkəleɪt\*



ə kɛstʃən



ə wʊmən



wʊmən

\* A slash through a letter means it is not pronounced.



## /ə/ in Unstressed Syllables and Words

/ə/ is the most common vowel sound in English.

- It is used in many unstressed syllables in words.
- It is also used in the weak pronunciation of many short structure words, such as *a*, *an*, *of*, and *and*. These words almost always have a weak pronunciation with the sound /ə/.

**1** Listen and repeat.



a cup əf coffee



a can əf soda



a pound əf oniəns



bacon ənd eggs



chips ənd salsa



chocolate ənd vənilla

**2** Practice with a partner. Complete the phrases.



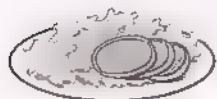
a \_\_\_\_\_ əf \_\_\_\_\_



a \_\_\_\_\_ əf \_\_\_\_\_



a \_\_\_\_\_ əf \_\_\_\_\_



\_\_\_\_\_ ənd \_\_\_\_\_



\_\_\_\_\_ ənd \_\_\_\_\_



\_\_\_\_\_ ənd \_\_\_\_\_

**3** Listen. Repeat the phrases and check your answers.

## can and can't

*Can* is usually unstressed and has a weak pronunciation when another word follows it in a sentence. The vowel sound is reduced to /ə/.

*Can* has a strong pronunciation when it is at the end of a sentence. It has the clear vowel sound /æ/.

*Can't* always has a strong pronunciation. It has the clear vowel sound /æ/.

The difference in vowel sounds can help you hear the difference between *can* and *can't*.

### 1 Listen and repeat.



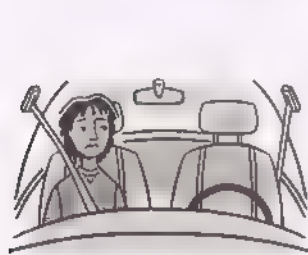
She cən ride ə bike.



She cən play thə guətər.



She cən sail ə boat.



She can't drive ə car.



She can't play thə piano.



She can't swim.

### 2 Listen and repeat.

A Cən she ride ə bike?

B Yes, she can.

A Cən she drive ə car?

B No, she can't.

## Test Yourself

### 1 Listen to each sentence and circle the word you hear.

1. He (can / can't) play the piano.
2. I (can / can't) stand on my head.
3. She (can / can't) ride a horse.
4. She (can / can't) speak Japanese, but her children (can / can't).
5. You (can / can't) park your car here.
6. I (can / can't) meet you at three o'clock.

- 2** Practice step 1 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Discussion

- 1** Practice in a group of three to five people. List things you can and can't do.

*Example:* I can ride a bike.

I can't ride a horse.

Use the examples in task C, the ideas below, or your own ideas.

ride a bike	ride a horse
drive a car	drive a truck
play the piano	play the guitar
swim	sail a boat
do a handstand	do karate
bake a cake	speak three languages

- 2** Tell the class what all of you, some of you, and none of you can do.

*Example:* **A** All of us can swim.

**B** Two of us can play the piano.

**C** One of us can ride a horse.

**A** None of us can do a handstand.

## Spelling


The sound /ə/ can be spelled with any vowel letter. Add more examples below.

- a** about, again, banang, woman, \_\_\_\_\_
- e** problem, open, excellent, women, \_\_\_\_\_
- i** possible, animal, notice, guitar
- o** today, computer, question, welcome, \_\_\_\_\_
- u** suggest, success, careful, lettuce

*Other spelling:*

- ou** famous, delicious, dangerous

## Common Expressions

-  Listen and repeat these common expressions with the sound /ə/.

What's the problem?

Go away!

Can you say that again?

That's an excellent question.

I'm from Canada.

the United States of America

# /ər/ • letter

/ər/ in Unstressed Syllables and Words;  
Intonation in Choice Questions with or



/ə/



/ər/



Practice the short sound /ə/.

Curl the tip of your tongue up and back to say /ər/.

The sound /ər/ is pronounced as one short sound.

Listen and repeat: /ər/.

## A

## Vocabulary



1 The sound /ər/ is used in many unstressed syllables spelled with a vowel + r. In the words below, the spelling has been changed to show you when to use the sound /ər/. Listen and repeat.

waitər

lawyər

actər

farmər

doctər

teacher

paintər

reportər

2 Work with a partner. What is each person's job? Match the pictures with the words in step 1.

Example: 1. She's a painter.



1.



2.



3.



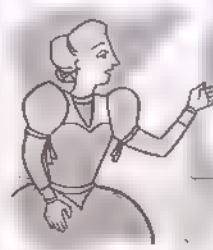
4.



5.



6.



7.

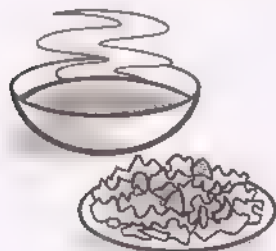


8.

## ar/ in Unstressed Syllables and Words

- The sound /ər/ is used in many unstressed syllables spelled with a vowel + r.
- It is also used in the weak pronunciation of many short structure words spelled with a vowel + r, such as *are*, *for*, and *or*.
- The word *or* is usually unstressed and pronounced as the sound /ər/. It sounds the same as the unstressed ending *-er* in *teacher*.

### 1 Listen and repeat.



soup ə salad



large ə small

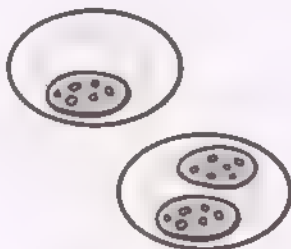


married ə single

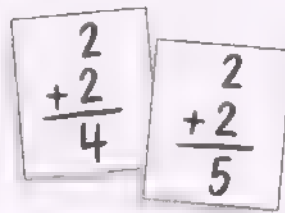
### 2 Practice with a partner. Complete the phrases.



coffee ə \_\_\_\_\_



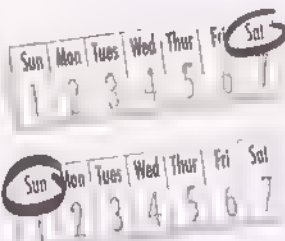
one ə \_\_\_\_\_



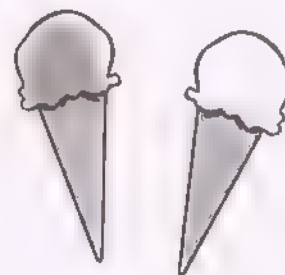
right ə \_\_\_\_\_



summer ə \_\_\_\_\_



Saturday ə \_\_\_\_\_



chocolate ə \_\_\_\_\_

### 3 Listen. Repeat the phrases and check your answers.

## Intonation in Choice Questions with or

Questions with *or* that ask the listener to make a choice have rising intonation on the first choice and falling intonation on the last choice.

1 Listen and repeat these two conversations.

A Would you like **coffee** or **tea**?

B Tea, please.

A Are you **married** or **single**?

B Married.

2 Practice with a partner. Ask a choice question with *or* about each pair of items in task B. Begin your question with phrases like these:

Would you like ...?      Is it ...?

Do you want ...?      Are you ...?

## Dialog: Asking for Help

Spencer asks his roommate to get some things at the supermarket.

1 Weak pronunciations usually have the sound /ə/ or /ər/. In the words on the right, the spelling has been changed to show you when to use the sound /ə/ or /ər/. Listen and repeat these phrases.

to the doctor

tə the doctər

for me

fər me

at the supermarket

ət thə supərmarkət

on your way

on yər way

do you want

də yə want

Where are you going?

Where əre yə going?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Shopping List

bread

tuna fish

peanut butter

yogurt

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Listen to the dialog. Notice the /ə/ and /ər/ sounds.

**Tyler** See you later.

**Spencer** Where are you going?

**Tyler** To the doctor.

**Spencer** Can you get something for me at the supermarket on your way home?

**Tyler** OK. What do you want me to get?

**Spencer** I need some bread.

**Tyler** Do you want white bread or whole wheat?

**Spencer** Whole wheat. And can you get a couple of cans of tuna fish?

**Tyler** Do you want tuna packed in oil or water?

**Spencer** Water. Oh, and a jar of peanut butter and a container of vanilla yogurt.

**Tyler** Hey, that's a lot of stuff!

**Spencer** And one more thing – a pint of ice cream.

**Tyler** What flavor do you want?

**Spencer** What flavor do you like?

**Tyler** Me?

**Spencer** Yes, the ice cream is for you. To thank you for stopping at the supermarket.

**3** Listen to the dialog again. Add more phrases that use the sound /ə/ or /ər/ to the list in step 1.

**4** Practice the dialog with a partner.

## Spelling

The unstressed sound /ər/ is usually spelled *er* or *or*. Add more examples below.

**er** answer, teacher, mother, after, \_\_\_\_\_

**or** doctor, visitor, calculator, memory, \_\_\_\_\_

*Other spellings:*

**ar** dollar, popular, sugar, liar

**ur(e)** picture, measure, future, Saturday

## Common Expressions

 Listen and repeat these common expressions with the sound /ər/.

See you later.

Don't forget.

What's for dinner?

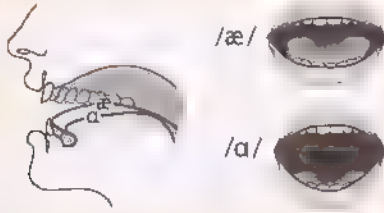
Do you know the answer?

Are you married **or** single?

Do you have any brothers **or** sisters?

# /a/ • hot

Phrase Groups



Practice the sound /æ/.  
Open your mouth wide for the sound /a/.  
Your tongue should rest in the bottom of your mouth.  
Listen and repeat: /a/.



## Word Pairs 1

1 Listen to these word pairs.

### Sound 1: /æ/



hat



cat



cap



sack



ran

### Sound 2: /ɑ/

hot



cot



cop



sock



Ron



2 Listen again and repeat.

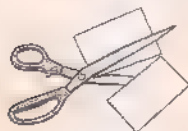
## Word Pairs 2

1 Listen to these word pairs.

Sound 1: /ʌ/



hut



cut



cup



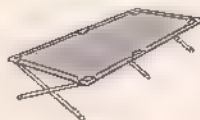
suck

Sound 2: /ɑ/

hot



cot



cop



sock



2 Listen again and repeat.

## Test Yourself

1 Listen and circle the word you hear.

- |                    |                       |                     |
|--------------------|-----------------------|---------------------|
| 1. cat / cut / cot | 3. cap / cup / cop    | 5. hat / hut / hot  |
| 2. ran / run / Ron | 4. sack / suck / sock | 6. Dan / done / Don |

2 Listen to each sentence and circle the word you hear.

- Don't sit on the (cat / cot)!
- He keeps his money in a (sack / sock).
- That (color / collar) looks good on you.
- There's a (duck / dock) on the lake.
- Did you see that (cap / cup / cop)?
- Is that (Dan / done / Don)?

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## D Vocabulary

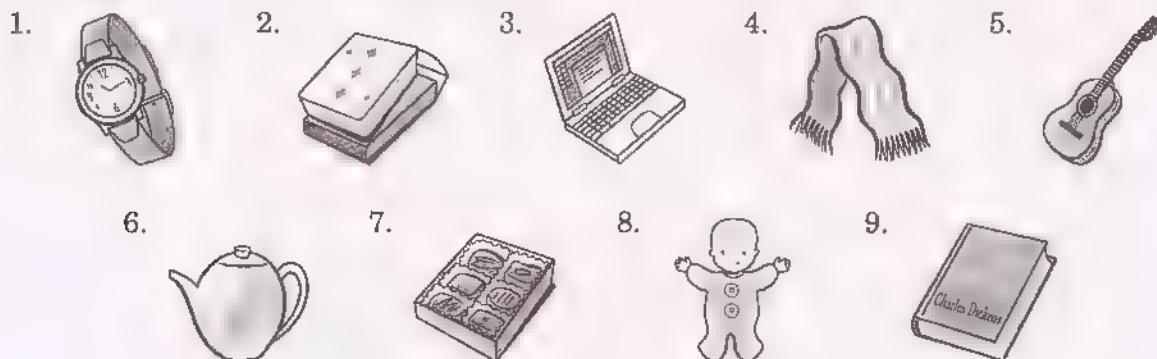
1 Listen and repeat these words with the sound /a/.

a doll                  a watch                  a novel  
a teapot              a laptop              a box of chocolates

2 Listen and repeat. Curl the tip of your tongue up to make the sound /r/ in these words.

a scarf                  a guitar                  a deck of cards

3 Work with a partner. Match the pictures with the words in steps 1 and 2.



## Dialog: A TV commercial

*In this TV commercial, John is shopping for holiday presents.*

1 Cover the dialog and listen. Check ✓ the items in task D that you hear in the dialog.

2 Listen again and read the dialog. Check your answers to step 1.

**Voice A** What's the problem, John?

**John** It's this holiday shopping – I'm ready to drop!

**Voice B** Just stop!

**Voice A** Don't shop till you drop.

**Voice B** Park your car in your garage, turn on the nonstop shopping channel, and start shopping the modern way!

**Voice A** Whether you're looking for a watch for your father,

**Voice B** a laptop for your mother,

**Voice A** a guitar for your brother,

**Voice B** or a box of chocolates for your sweetheart,

**Voice A** we've got what you want! The best products at bargain prices!

**Voice B** We'll show you what's hot and what's not.

**Voice A** Do you have a lot of gifts to buy? It's not a hard job with the shopping channel.

**Voice B** Or shop online at our popular Web site. Just log on to *www.nonstopshopping.com*.



## Phrase Groups

To make long sentences easier to say and understand, break them up into phrase groups.

- Words in a phrase group are linked together, with no pauses between the words.
- At least one word in a phrase group is stressed.

🔊 Listen and repeat.

**John** went **shopping** / and he **spent** / a **lot** of **money**. /

He got a **watch** / for his **father** / a **laptop** / for his **mother** / and a **novel** / for his **son**. /

## Game: 'John went shopping'

Play this game in groups of four or five people. Choose a phrase from box 1 and a phrase from box 2 below. Each person adds something new.

*Example:* **A** John went shopping and he spent a lot of money. He got a teapot for his aunt.

**B** John went shopping and he spent a lot of money. He got a teapot for his aunt and some socks for his cousin.

a <b>clock</b>	a <b>teapot</b>	a <b>deck</b> of <b>cards</b>	for his <b>father</b>	for his <b>son</b>
a <b>laptop</b>	a <b>novel</b>	a <b>box</b> of <b>pasta</b>	for his <b>mother</b>	for his <b>daughter</b>
a <b>watch</b>	a <b>wallet</b>	a <b>box</b> of <b>chocolates</b>	for his <b>brother</b>	for his <b>cousin</b>
a <b>guitar</b>	a <b>scarf</b>	some <b>socks</b>	for his <b>aunt</b>	for his <b>grandmother</b>
a <b>car</b>	a <b>doll</b>	<b>tickets</b> to a <b>rock</b> concert	for his <b>uncle</b>	for his <b>grandfather</b>

## Spelling

The sound /ɑ/ is usually spelled with the letter *o* or *a*. Add more examples below.

**o** stop, job, clock, popular, chocolate\*, \_\_\_\_\_

shop – shopping, stop – stopped, hot – hotter

**a** father, want\*, watch\*, wallet\*

(before *r*) car, star, hard, large, \_\_\_\_\_

\*Some people say these words with the sound /ɔ/, not /ɑ/.

## Common Expressions

🔊 Listen and repeat these common expressions with the sound /ɑ/.

Stop!

No problem!

I got a job.

What do you want?

Are you coming? Probably not.

Park the car.

## /ɔ/ - ball

Using Stress and Intonation to Show a Contrast



/a/



/ɔ/



Practice the sound /a/.  
Pull your tongue back a little for /ɔ/.  
Push your lips forward a little  
and make them round.  
Listen and repeat: /ɔ/. \*



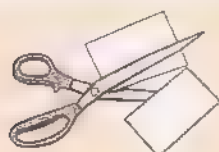
### Word Pairs 1



1 Listen to these word pairs.

Sound 1: /ʌ/

Sound 2: /ɔ/



cut

caught



dug

dog



bus

boss



done

dawn



color

caller



2 Listen again and repeat.

\* In words without *r* after the vowel, many people in the U.S. and Canada use the sound /a/ instead of /ɔ/.



## Word Pairs 2



**1** Listen to these word pairs.

**Sound 1: /ar/**



far



star



card



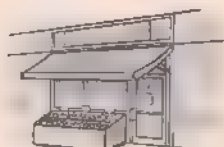
part

**Sound 2: /ɔr/**

four



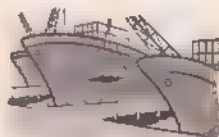
store



cord



port



**2** Listen again and repeat. Curl the tip of your tongue up to make the sound /r/ in these words.



## Test Yourself



**1** Listen and circle the word you hear.

1. cut / caught

3. color / caller

5. card / cord

2. bus / boss

4. far / four

6. star / store



**2** Listen to each sentence and circle the word you hear.

1. I'm waiting for the (bus / boss).

2. He (cut / caught) the paper.

3. Is it (far / four)?

4. This needs a new (card / cord).

5. Did you get the name of the (color / caller)?

6. Isn't it (done / dawn) yet?

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## D Vocabulary

🔊 Listen and repeat these words with the sound /ɔ/.

lost

falling

airport

sports

awful

fault

small

walking

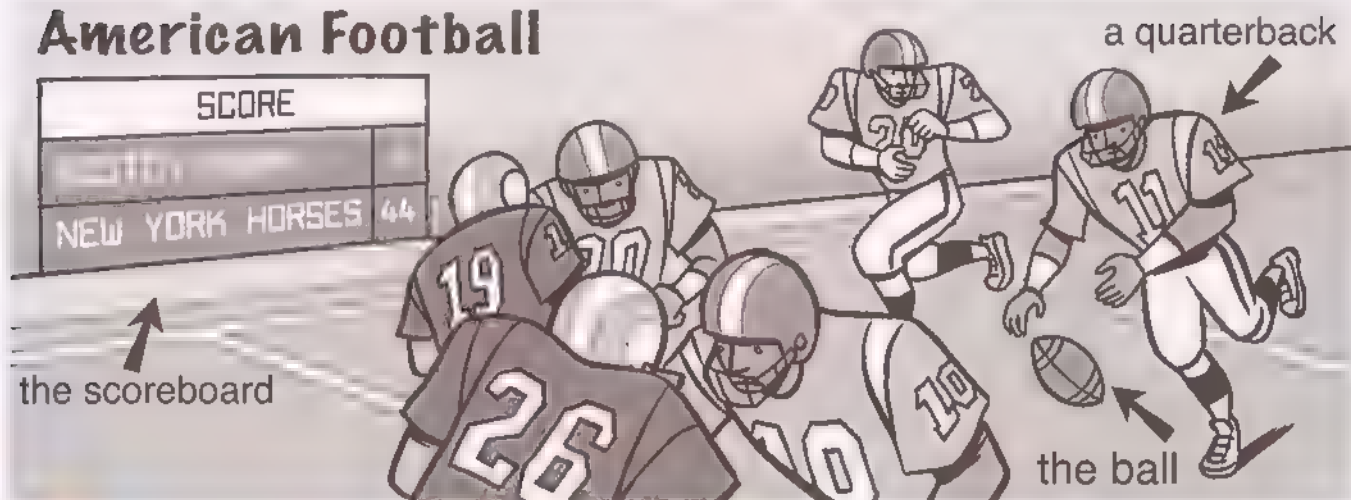
reporter

toward

thought

always

## American Football



## Dialog: Sports Reporter Interview

*Laura is a sports reporter. She is talking to a football player after a game.*

- 🔊 1 Read the dialog as you listen to the sports report. If you hear a word that is different from the word in your book, correct the word. Use the words in task D. There are 13 words to correct. The first one has been done for you.

Hawks

**Announcer** This morning the ~~Horses~~ returned from their game in Boston.

Laura Morgan, our sports reporter, was at the store to meet them.

**Laura** Good morning. I'm Laura Morgan. All the baseball players are running toward me. Here's George Tall, the halfback. Good morning, George.

**George** Good morning. Are you a reporter?

**Laura** Yes, I'm from Channel 1. Can you tell our audience what you thought about the game in Boston?

**George** It was fun! We won. The score was 4 to 40.

**Laura** Really? I thought the score was 4 to 34.

**George** No, 4 to 40. But it wasn't my fault.

**Laura** Whose fault was it?

**George** The quarterback's.

**Laura** The quarterback's?

**George** Yes, the quarterback's. He was always talking or dropping the ball.

**2** Listen again and check your answers.

## Using Stress and Intonation to Show a Contrast

When speaking, people make the information or word that is *new* or *different* stand out.

The stressed syllable of this word sounds extra **loud** and **s l o w**.

- The intonation changes on this word. In a sentence with falling intonation, the voice jumps up on the stressed syllable of the word and then falls.

 **1** Listen. In these three conversations, Speaker B makes the information that is *different* stand out.

**A** George played baseball in **Boston**.

**B** I thought George played **football** in Boston.

**A** George played football in New **York**.

**B** I thought George played football in **Boston**.

**A** Paul played football in **Boston**.

**B** I thought **George** played football in Boston.

**2** Listen again and repeat.

## Conversation Practice

**1** Work with a partner. Circle the word that should stand out in Speaker B's sentences.

1. **A** The reporter's name was **George**.

**B** I thought the football player's name was George.

2. **A** New York lost the **game**.

**B** I thought Boston lost the game.

3. **A** The score was 8 to 44.  
**B** I thought the score was 4 to 44.
4. **A** George played football in the evening.  
**B** I thought he played football in the morning.
5. **A** George talked to Corey at the airport.  
**B** I thought he talked to Laura at the airport.
6. **A** It wasn't George's fault.  
**B** I thought it was George's fault.

**2** Practice the conversations in step 1.

## Spelling

The sound /ɔ/ is usually spelled with the letters *o*, *au*, *aw*, or *a*. Add more examples below.

- o** long, across, lost, dog, \_\_\_\_\_  
 before the letter *r*: sports, morning, more, before, \_\_\_\_\_
- au** fault, because, August, caught, \_\_\_\_\_
- aw** saw, awful, draw, dawn
- a** before the letter *l*: ball, also, walk\*, talk\*, \_\_\_\_\_  
 before the letter *r*: warm, war, quarter

*Other spellings:*

- ough** thought, bought, fought  
**ou** before the letter *r*: four, your, of course

*Unusual spellings:* toward, broad, door, floor

\* The letter *l* in these words is silent.

## Common Expressions

 Listen and repeat these common expressions with the sound /ɔ/.

What's wrong?

Who's calling?

You have the wrong number.

Good morning.

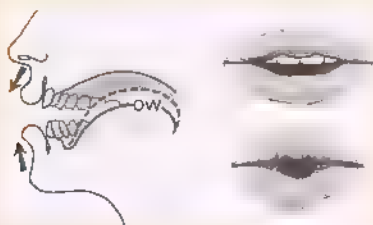
Of course!

Have some more coffee.

# UNIT 12

## /ow/ • go

### Linking Vowel Sounds



Practice the sound /ɔ/.  
Close your mouth a little for /ow/.  
/ow/ is a long sound.  
As you say it, push your lips forward into a circle.  
Listen and repeat: /ow/.

### A Word Pairs

1 Listen to these word pairs.

Sound 1: /ɔ/\*

Sound 2: /ow/



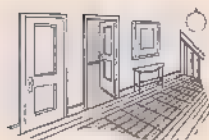
saw

sew



caught

coat



hall

hole



ball

bowl



walk

woke



2 Listen again and repeat.

\* Many people in the U.S. and Canada use the sound /ɑ/ instead of /ɔ/ in these words.

## Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

- I fell in the (hall / hole).
- Could you (saw / sew) this for me?
- Don't drop the (ball / bowl)!
- I (walk / woke) early in the morning.
- Were you (called / cold)?
- Do you know anything about the (cost / coast)?

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

- 1 One word in each column does *not* have the sound /ow/. Work with a partner. Circle the words that do not have the sound /ow/.

Oh, no!	over	only	closed
snow	open	come	throw
hello	problem	woke	now
ago	going	joking	don't
<u>stop</u>	window	coat	October

- 2 Listen. Repeat the words and check your answers.

## Dialog: Snow

*Joan woke up a few minutes ago, but Joe is still sleeping.*

- 1 Cover the dialog on the next page and listen. Mark each sentence below *T* for true or *F* for false. Correct the sentences that are false.

1. F It's <sup>snowing</sup> ~~raining~~.

2. \_\_\_\_\_ Joe's eyes are open.

5. \_\_\_\_\_ Joe wants to go back to sleep.

3. \_\_\_\_\_ It's November.

6. \_\_\_\_\_ Joan is going to put on her robe.

4. \_\_\_\_\_ Joan is joking.

7. \_\_\_\_\_ Joan is going to go outside.

OCTOBER											
	1	2	3	4	5	6					
7	8	9	10	11	12	13					
14	15	16	17	18	19	20					
21	22	23	24	25	26	27					
28	29	30	31								

**Joan** Joe! Joe! JOE! Hello!?

**Joe** (*groans*) Oh, no. What's the problem?

**Joan** Look out the window.

**Joe** No. My eyes are closed, and I'm going back to sleep.

**Joan** Don't go to sleep now, Joe. Come look at the snow.

**Joe** Snow? It's only October. I know there's no snow. Leave me alone.

**Joan** Come over to the window.

**Joe** Stop joking, Joan. There's no snow.

**Joan** OK, I'll show you. I'm going to put on my coat and go out and make a snowball and throw it at you! Then you'll open your eyes!

**2** Listen again and check your answers to step 1.

## Linking Vowel Sounds

When one word ends with a vowel sound and the next word begins with a vowel sound, link the two vowels smoothly without a break.

- When the sound /ow/ comes before another vowel sound, use the /w/ sound to link the two vowels together.

 **1** Listen and repeat.

<sup>/w/</sup>  
go out

<sup>/w/</sup>  
throw it

**2** Read the sentences. Draw a linking line to show where the sound /ow/ can be linked to a following vowel.

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. There was no answer.  | 6. It's so annoying.            |
| 2. No I don't.           | 7. We can't go in.              |
| 3. Do you know everyone? | 8. Is there snow on the ground? |
| 4. Sure, go ahead.       | 9. Joe isn't home.              |
| 5. Is the window open?   | 10. No, are you cold?           |

 **3** Listen. Repeat the sentences and check your answers.



## Practice with a partner

1 Practice with a partner. Student A says a sentence on the left. Student B responds with a sentence from the right.

**A**

Do you know everyone here?

Hello. Can I speak to Joe?

Is it OK if I take one?

Is the window open?

Did you call Joan?

Is there snow on the ground?

We can't go in yet.

**B**

Sure, go ahead.

Yes, but there was no answer.

No, I don't.

No, it's only snowing a little.

No, are you cold?

I know. It's so annoying.

Sorry, Joe isn't home now.

2 Listen and check your answers.



## Spelling

The sound /ow/ is usually spelled with the letter *o*. Add more examples below.

**o** go, open, joking, told, don't, \_\_\_\_\_

**o . . . e** home, those, joke, phone, \_\_\_\_\_

**oa** boat, coat, road, coast

**ow** know, show, window, \_\_\_\_\_

*Other spelling:*

**oe** toe, Joe

*Unusual spellings:* shoullder, though, sew, oh!



## Common Expressions

Listen and repeat these common expressions with the sound /ow/.

No.

I don't know.

I hope so.

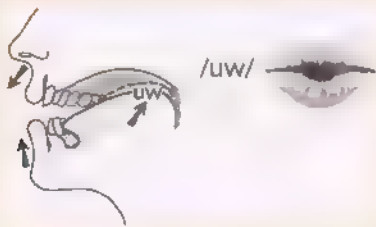
I'm **only** joking.

How's it **going**? OK.

Could you **open** the window?

## /uw/ • too

Stress and Pronouns



- 🎧 Push your lips forward into a circle.  
Pull your tongue up and back.  
/uw/ is a long sound.  
Push your lips into a tighter circle as you say it.  
Listen and repeat: /uw/.



### Vocabulary

- 🎧 1 Listen and repeat these words with the sound /uw/.

too	blue shoes	Tuesday	Happy New Year
soon	student	introduce	What's new?
food	movie	roommate	What do you do?

- 🎧 2 These words have a /y/ sound before the /uw/: /yuw/. Listen and repeat.

computer	music	usual	excuse me
----------	-------	-------	-----------

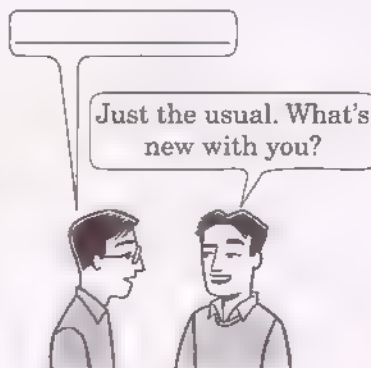


### Dialog: Happy New Year!

*Friends are talking at a New Year's Eve party.*

- 1 Work with a partner. Read the short conversations on pages 51 and 52.  
Fill in each blank with the correct sentence from the list below.

- |                           |                           |                |
|---------------------------|---------------------------|----------------|
| 1. No, are you?           | 5. Nice to meet you, too! | 9. Thank you.  |
| 2. Happy New Year!        | 6. Yes. Do you like it?   | 10. Excuse me. |
| 3. What do you do?        | 7. What's new?            |                |
| 4. Is she a student, too? | 8. Nice to meet you, Lou. |                |





2 Listen to the conversations and check your answers.

## Stress and Pronouns

- Pronouns like *I*, *you*, *we*, and *them* are usually unstressed and have a weak pronunciation.
- When *you* is not at the end of a sentence, the vowel sound is often reduced to /ə/.
- Pronouns are stressed when the speaker wants to emphasize them or make a contrast.

1 Listen. Notice the weak pronunciation of *you* in A's question and the strong pronunciation of *you* in B's question.

/də yə/

**A** What do you do?

/də yuw/

**B** I **work** with **computers**. **What** do **you** do?

2 Listen again and repeat.

## Conversation Practice

1 Work with a partner. The first line in each conversation is missing. Look at B's response. Then fill in A's missing line with your own ideas.

1. A Happy New Year!

B Happy New Year to you, too!

2. A \_\_\_\_\_

B Thank you. It's new.

5. A \_\_\_\_\_

B Nice to meet you.

6. A \_\_\_\_\_

B Yes. Do you?

3. A \_\_\_\_\_

B I'm a student. What about you?

4. A \_\_\_\_\_

B Nice to meet you, too.

7. A \_\_\_\_\_

B Really? Me, too.

8. A \_\_\_\_\_

B No. Are you?

2 Practice the conversations with your partner. Where should the pronoun *you* be stressed?

## Spelling

The sound /uw/ is usually spelled with the letters *oo* or *u*. Add more examples below.

**oo** too, soon, school, choose, \_\_\_\_\_

**u** student, truth, music\*, usually\*, \_\_\_\_\_

**u . . . e** introduce, true, use\*, confused\*, \_\_\_\_\_

*Other spellings:*

**o** do, who, movie, two

**o . . . e** move, whose, lose, shoe

**ou** you, group, soup

**ew** new, knew, grew, few\*

*Unusual spellings:* through, juice, fruit, suit, beautiful

\*These words have a /y/ sound before the /uw/ : /yuw/.

## Common Expressions

🔊 Listen and repeat these common expressions with the sound /uw/.

Excuse me.

What's **new**?

What do you **do**?

Who is it\*?

See you **soon**.

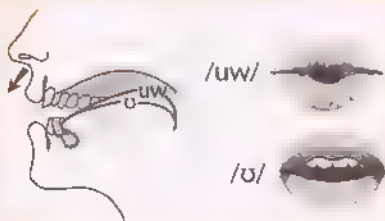
Let me **introduce you**.

When the sound /uw/ comes before another vowel sound, use the /w/ sound in /uw/ to link the two vowels together.

# UNIT 14

## /ʊ/ • book

### Negative Contractions



Practice the sound /uw/.  
Open your mouth a little more for /ʊ/.  
Your lips should be less round.  
Do not push them into a tight circle.  
/ʊ/ is a shorter, more relaxed sound than /uw/.  
Listen and repeat: /ʊ/.



### Word Pairs

1 Listen to these word pairs.

#### Sound 1: /uw/

#### Sound 2: /ʊ/



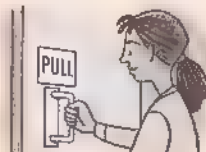
Luke

look



pool

pull



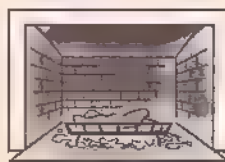
fool

full



suit

soot



stewed

stood



2 Listen again and repeat.

## B Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

- The sign on the door says ("Pool" / "Pull").
- (Luke / Look), I want you to come here.
- Where did that black (suit / soot) come from?
- I think he's (a fool / full).
- I (stewed / stood) the vegetables in the pot.
- She stepped on my (food / foot).

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

- 1 One word in each column does *not* have the sound /u/. Work with a partner. Circle the words that do not have the sound /u/.

look	sugar	food	wouldn't
put	shouldn't	good	cookies
enough	cookbook	full	under
could	use	took	cushion

- 2 Listen. Repeat the words and check your answers.

## D Dialog: Looking for a book

Julia can't find her cookbook. She asks Luke to help her look for it.

- 1 Listen to the dialog. Fill in the blanks with: *should*, *shouldn't*, *could*, *couldn't*, *would*, or *wouldn't*.

**Julia** Luke, \_\_\_\_\_ *could* \_\_\_\_\_ you help me look for my book? I'm not sure where I put it.

**Luke** Which book?

**Julia** My new cookbook – *Good Cooking*.

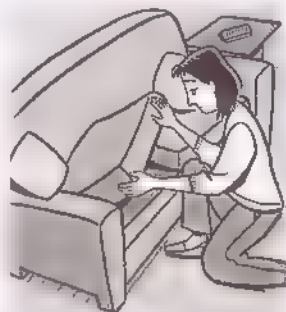
**Luke** \_\_\_\_\_ I look in the bookcase?

**Julia** No, the bookcase is full. It \_\_\_\_\_ be there.

**Luke** Maybe you \_\_\_\_\_ look in the living room.

**Julia** I looked everywhere, even under the cushions.

**Luke** \_\_\_\_\_ you use another cookbook?



**Julia** No, the cookbook I'm looking for is a sugar-free, fat-free –

**Luke** (*interrupting*) – food-free cookbook?

**Julia** Very funny. You eat too much junk food. It isn't good for you.

**Luke** But it tastes good!

**Julia** Well, you \_\_\_\_\_ eat so much sugar. Hmm . . . I think you took that book and put it somewhere so I \_\_\_\_\_ use it.

**Luke** I didn't put it anywhere! (*pause*) I think you \_\_\_\_\_ look under that box of cookies.

**Julia** (*picking up the cookies*) Oops.

**2** Listen again and check your answers.



## Negative Contractions

- In English, people usually use contractions (like *it's* or *couldn't*) rather than long forms (like *it is* or *could not*) when they speak.
- Contractions with *not* always have a strong pronunciation, even if the main word in the contraction usually has a weak pronunciation.

**1** Listen to the difference between these pairs of sentences.

I **couldn't** use it.

I could **use** it.

It **wouldn't** fit there.

It would **fit** there.

You **shouldn't** eat the **cookies**.

You should **eat** the **cookies**.

**2** Listen to each sentence and circle the word you hear.

1. I (could / couldn't) get a job as a cook.
2. I (would / wouldn't) wear a suit to school.
3. You (could / couldn't) learn to cook from a book.
4. You (should / shouldn't) eat a lot of fruit.
5. You (should / shouldn't) drink a lot of juice.
6. You (could / couldn't) make good cookies without sugar.

**3** Listen again. Repeat the sentences and check your answers.



## Conversation Practice

- 1** Practice with a partner. Say the sentences in step 2 of task E to your partner. Choose the word that you think makes the sentence true.

- 2 Practice the sentences in a group of three or four people. Complete the sentences with your own ideas.

*Example:* I wouldn't wear blue shoes.


I wouldn't wear \_\_\_\_\_.

You should eat \_\_\_\_\_.

You shouldn't eat \_\_\_\_\_.

You couldn't learn \_\_\_\_\_ from a book.

## Rhythm Chant

-  1 The pattern of stressed and unstressed syllables helps give English its rhythm. Listen.

You **shouldn't** eat **too** many **cookies**.

You **shouldn't** eat **too** much **fruit**.

You **shouldn't** eat **too** much **sugar**.

You **shouldn't** drink **too** much **juice**.

It's **not good** for you.

It's **not good** for me? **Says who?**

**This book. Take a look.**

Which words in bold have the sound /ʊ/? \_\_\_\_\_

- 2 Practice the chant. Put stress only on the words in bold.

## Spelling

The sound /ʊ/ is usually spelled with the letters *oo* or *u*. Add more examples below.

**oo\*** good, look, book, foot, \_\_\_\_\_

**u** pull, push, sugar, put, \_\_\_\_\_

*Unusual spellings:* should, could, would, woman

A few words spelled with *oo* can be pronounced either with the sound /ʊ/ or /uɪ/: *room, roof, root*

## Common Expressions

-  Listen and repeat these common expressions with the sound /ʊ/.

**Look!**

Who's that **woman**?

That's a **good book**.

I **couldn't** do it.

Put some **sugar** in it.

Those **cookies look good**.

# UNIT 15

## Review

/ʌ/, /ɑ/, /ɔ/, /oʊ/, /u/, /ʊ/, and /ə/



### Test Yourself

uh ... luck done	ah! lock Don Polly folly	aw! law dawn Paul fall	oh! low don't pole foal	ooh! Luke dune pool fool	look  pull full
------------------------	--------------------------------------	------------------------------------	-------------------------------------	--------------------------------------	--------------------------



Listen to words from the table. When you hear a word, write the number of its vowel sound.

1. (ooh!) 5      4. \_\_\_\_\_      7. \_\_\_\_\_      10. \_\_\_\_\_  
 2. \_\_\_\_\_      5. \_\_\_\_\_      8. \_\_\_\_\_      11. \_\_\_\_\_  
 3. \_\_\_\_\_      6. \_\_\_\_\_      9. \_\_\_\_\_      12. \_\_\_\_\_



### Vocabulary

1 One word in each phrase below normally has the unstressed sound /ə/. Underline the word that is usually pronounced with the sound /ə/.

opposite the window  
 full of books  
 we can move  
 a few things

push and pull  
 too hard to move  
 Don't you think?  
 What should I do?



2 Listen. Repeat the phrases and check your answers.

Many people in the U.S. and Canada use the sound /ɑ/ instead of /ɔ/ in these words.



## Dialog: Paul's new apartment

Paul's mother is visiting his new apartment.

### 1 Cover the dialog and listen.

**Mother** So, this is your new apartment.

**Paul** Yes, my own apartment! Isn't it wonderful?

**Mother** (*pausing*) It's . . . uh . . . it has a lovely view.

**Paul** I know the rooms are small, but –

**Mother** We can move a few things, and the room will look much larger.

**Paul** But –

**Mother** You know, the sofa should always be opposite the window.

**Paul** Oh, the sofa is too hard to move.

**Mother** Nonsense. I'll push and you pull.

**Paul** (*pulling*) Ugh!

**Mother** Now let's move the bookcase to the other wall.

**Paul** But the bookcase is full of books.

**Mother** Oh, no problem. We'll just put them on the floor.

**Paul** Um, OK.

**Mother** (*moving the books*) That's done. And that photo – it doesn't look good over the blue sofa.

**Paul** It doesn't? What should I do with it?

**Mother** Why don't you put it on top of the bookcase?

Ah, that's much better!

(*looking at Paul*) What's wrong? Don't you think it looks good?

**Paul** Oh, beautiful. But . . . I thought the room looked good before we moved everything!



### 2 Read the dialog. Add words from the dialog to the table in task A.



## Puzzler Which word doesn't belong?

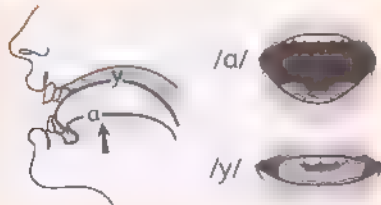
Circle the word in each line that does not have the same vowel sound as the others.

- |            |           |            |        |           |
|------------|-----------|------------|--------|-----------|
| 1. just    | sometimes | <u>put</u> | much   | wonderful |
| 2. not     | opposite  | problem    | closed | nonsense  |
| 3. blue    | move      | love       | do     | new       |
| 4. nothing | just      | doesn't    | under  | don't     |
| 5. book    | food      | full       | push   | good      |
| 6. own     | over      | phone      | done   | those     |
| 7. small   | wrong     | wall       | should | thought   |

# UNIT 16

## /ay / - fine

### Stress in Compound Nouns



/ay/ has two sounds: /a/ and /y/.  
Practice the sound /a/. Make this sound long.  
Add /y/. Make this sound short.  
Listen and repeat: /ay/.

### A Word Pairs

1 Listen to these word pairs.

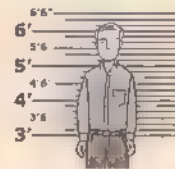
Sound 1: /æ/

Sound 2: /ay/



hat

height



back

bike



van

vine



cat

kite



pants

pints



2 Listen again and repeat.

## B Test Yourself

🎧 1 Listen and circle the word you hear.

- |                 |                  |               |
|-----------------|------------------|---------------|
| 1. van / vine   | 3. pants / pints | 5. cat / kite |
| 2. hat / height | 4. back / bike   | 6. sad / side |

🎧 2 Listen to each sentence and circle the word you hear.

1. Carry it on your (back / bike).
2. Is this your (hat / height)?
3. My (cat / kite) got stuck in a tree.
4. They don't sell (pants / pints).
5. There's a (van / vine) next to the house.
6. They (had / hide) the money.

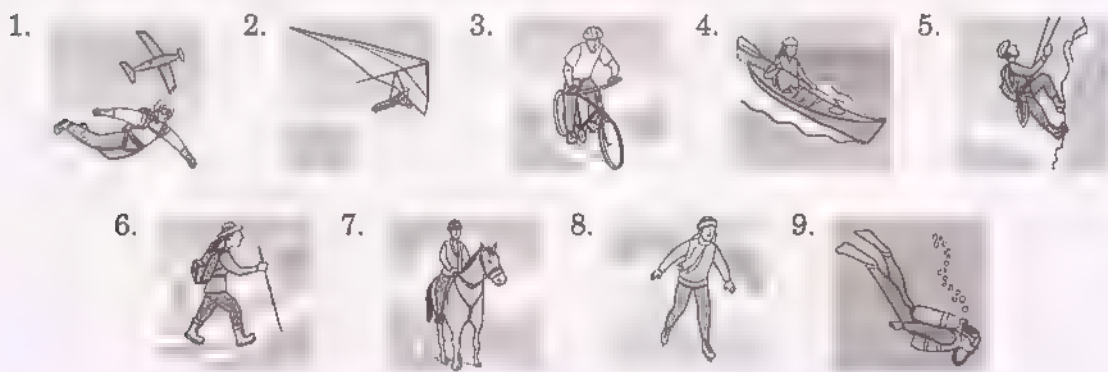
3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

🎧 1 Listen and repeat the names of these activities.

- |                  |             |              |
|------------------|-------------|--------------|
| hiking           | climbing    | kayaking     |
| bike riding      | skydiving   | scuba diving |
| horseback riding | ice skating | hang gliding |

2 Work with a partner. Match the pictures with the words in step 1.



## D Dialog: Liza and Mike

*Liza and Mike are talking about plans for after work.*

🎧 1 Listen to the dialog. Then answer the questions.

1. What does Liza invite Mike to do? Check ✓ the activities in task C.
2. What does Mike decide to do?

 **2** Listen again and read the dialog. Check your answers to step 1.

**Liza** Hi, Mike. How are you?  
**Mike** Oh, hi, Liza. I'm fine, thanks.  
**Liza** Mike, do you like hiking?  
**Mike** Sometimes. Why?  
**Liza** I'm going hiking later. Would you like to come?  
**Mike** Maybe some other time. I have 19 e-mails to write by five o'clock.  
**Liza** Would you like to go ice skating tonight?  
**Mike** I've never tried ice skating.  
**Liza** Why not try it tonight?  
**Mike** Not tonight, Liza. I'm driving Ryan to the eye doctor.  
**Liza** Well, how about bike riding? I'm going bike riding on Friday.  
**Mike** I can't. My bike needs new tires.  
**Liza** Oh, all right. I'm going out to buy ice cream. Bye!  
**Mike** Oh, ice cream. I like ice cream.  
**Liza** (*smiling*) Would you like to come?  
**Mike** Would you mind?



## Stress in Compound Nouns

A compound noun is made up of two words: skydiving, ice skating.

- In a compound noun, the main stress is usually on the first word.
- The second word has a lighter stress.

 Listen and repeat these compound nouns.

**bike** riding  
**hang** gliding

**sky**diving  
**horseback** riding

**scuba** diving  
**ice** cream

**ice** skating  
**eye** doctor



## Survey

Take a survey. Ask your classmates or other people you know about the activities in the table on the next page. Write their names and answers in the table.

*Examples:* **A** Have you tried ice skating?

**B** Yes.

**A** Did you like it?

**B** No.

**A** Have you tried skydiving?

**B** No.

**A** Would you like to try it?

**B** Yes.

		Tried it	Liked it	Would like to try it
ice skating				
skydiving				
hiking				
climbing				
kayaking				
horseback riding				
hang gliding				
bike riding				
scuba diving				

## Spelling

The sound /ay/ is usually spelled with the letter *i* or *y*. Add more examples below.

**i . . . e** fine, like, time, ice, \_\_\_\_\_  
**i** hi, find, Friday, riding, \_\_\_\_\_  
**igh** light, tonight, high, \_\_\_\_\_  
**y** my, why, try, \_\_\_\_\_  
**ie** tried, lie, die

*Unusual spellings:* buy, eye, goodbye, height, aisle

## Common Expressions

 Listen and repeat these common expressions with the sound /ay/.

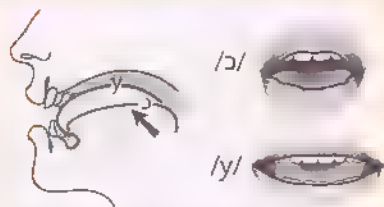
Hi.                      Good night.  
 Bye.                    I had a nice time.  
 Why?                   I'd like to \*try it.

When /ay/ comes before another vowel sound, use the /y/ sound in /ay/ to link the two vowels together.

# UNIT 17

## /ɔɪ / • boy

Sentence Rhythm and Timing



🎧 /ɔɪ/ has two sounds: /ɔ/ and /ɪ/.  
Practice the sound /ɔ/. Make this sound long.  
Add /ɪ/. Make this sound short.  
Listen and repeat: /ɔɪ/.

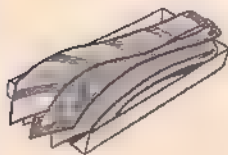
### A Word Pairs

🎧 1 Listen to these word pairs.

Sound 1: /aɪ/



buy



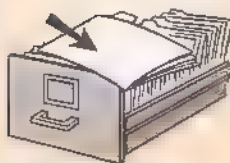
ties



pint



aisle



file

Sound 2: /ɔɪ/

boy



toys



point



oil



foil



2 Listen again and repeat.

## B Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

1. I slipped and fell in the (aisle / oil).
2. I gave him a (tie / toy) for his birthday.
3. How many (pints / points) did they get?
4. What a good (buy / boy)!
5. I think he's a (liar / lawyer).
6. I put it in the (file / foil).

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## F Vocabulary

- Listen and repeat these words with the sound /ɔɪ/.

boys	voices	noisy	annoying
toys	destroy	noisiest	enjoying
noise	spoiled	annoyed	

## D Dialog: Noise

Two boys are playing. Their parents are talking about them.

- 1 Work with a partner. Read the dialog on pages 65 and 66 and circle the correct words in parentheses.

**Roy** Boys! Stop that noise!

**Boys** What?

**Roy** Keep your voices down! You're making too much (noise / noisy)!

**Joy** Why are you so (annoyed / annoying), Roy? They're just (enjoyed / enjoying) themselves.

**Roy** But the noise is very (annoyed / annoying).

**Joy** They're little (boy / boys)—of course they'll make noise.

**Roy** I'm sure I wasn't that (noisy / noisiest) when I was a little boy. (*raising his voice*) Boys!


**Boys** (*continue making noise*)

**Roy** They don't listen. They're spoiled. They (destroy / destroying) all the toys I buy them. And they're the (noisy / noisiest) boys I've ever heard.



**Joy** Well, maybe you shouldn't buy them such noisy (toy / toys).

**Roy** It's not the toys that are (noise / noisy) – it's the boys!

 **2** Listen to the dialog and check your answers.

## Sentence Rhythm and Timing

- In English, stressed syllables are longer than unstressed syllables.
- The time it takes to say a sentence depends on the number of stressed syllables, not on the total number of syllables.

 **1** Listen to the sentences on the left.

**Kids make noise.**

The **kids** make noise.

The **kids** will **make** noise.

The **kids** are **making** noise.

The **kids** have been **making** noise.

**Buy new toys.**

**Buy** us **new** toys.

**Buy** us some **new** toys.

You should **buy** us some **new** toys.

**2** Listen again and repeat. Try to say all the sentences in the same amount of time. Make the stressed syllables longer and s l o w e r. Make the unstressed syllables shorter and quicker.

**3** Now try the sentences on the right.

## Spelling

The sound /ɔɪ/ is spelled with the letters oi or oy. Add more examples below.

**oi** oil, point, voice, noise, \_\_\_\_\_

**oy** toy, boy, enjoy, \_\_\_\_\_

## Common Expressions

 Listen and repeat these common expressions with the sound /ɔɪ/.

Did you \*enjoy it?

Please lower your voice.

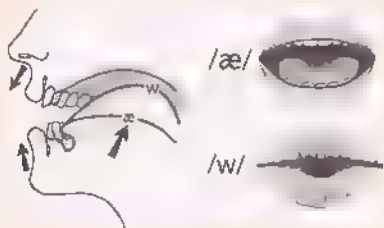
How annoying!

What's the point?

When /ɔɪ/ comes before another vowel sound, use the /y/ sound in /ɔɪ/ to link the two vowels together.

# /aw/ • house

## Stress and Linking in Phrasal Verbs



/aw/ has two sounds: /æ/ and /w/.  
Practice the sound /æ/.  
Make this sound long.  
Add /w/. Make this sound short.  
Listen and repeat: /aw/.



### Word Pairs

1 Listen to these word pairs.

**Sound 1: /a/**

**Sound 2: /aw/**



shot

shout



Don

down



R

\*hour



pond

pound



moss

mouse



2 Listen again and repeat.

Many English speakers add a short /ə/ sound between /aw/ and a following /r/.

## B Test Yourself

1 Listen and circle the word you hear.

- |                 |               |                 |
|-----------------|---------------|-----------------|
| 1. pond / pound | 3. R / hour   | 5. moss / mouse |
| 2. shot / shout | 4. Don / down | 6. ha! / how    |

2 Listen to each sentence and circle the word you hear.

1. Did you see the (moss / mouse) in the garden?
2. Is it one (R / hour) or two?
3. Are you going (, Don / down)?
4. The (shots / shouts) woke me.
5. How many (ponds / pounds) are there?
6. ("Ha!" / "How?") he said in surprise.

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

1 One of these words does not have the sound /aw/. Circle this word.

now	around	hour	brown
out	found	shower	couch
town	house	saw	loud

2 Listen. Repeat the words and check your answer.

## D Dialog: A mouse in the house

Holly found a mouse in the house.

1 Work with a partner. Read the dialog. Fill in the blanks with the missing words: *down*, *out*, or *around*.

**Holly** (*shouting loudly*) There's a mouse in the house!

**Howard** Ow! Not so loud! Calm down! Please stop shouting and sit \_\_\_\_\_.

**Holly** (*sitting down*) I found a mouse!

**Howard** A mouse?

**Holly** Yes! I was lying \_\_\_\_\_ on the couch and I heard a sound.

**Howard** It was probably something outside. Or maybe the shower. I was taking a shower.

**Holly** No, I saw the mouse! It was a little brown mouse, and it was running \_\_\_\_\_.

**Howard** Where is it now?

**Holly** It's under the couch.



**Howard** Well, let's get it \_\_\_\_\_!

**Holly** How?

**Howard** (*shouting*) Move the couch \_\_\_\_\_. Turn it upside \_\_\_\_\_. We have to get it \_\_\_\_\_ somehow. We can't have a mouse in the house. We have company coming from \_\_\_\_\_ of town. They'll be here in an hour!


**Holly** Calm \_\_\_\_\_, Howard! Please stop shouting and sit \_\_\_\_\_! It's just a little brown mouse.

 **2** Listen to the dialog and check your answers.

## Stress and Linking in Phrasal Verbs

A phrasal verb, or two-word verb, uses a verb + preposition together to create a different meaning from the verb alone.

- In most phrasal verbs, both words are stressed.
- If there is an object pronoun (such as *it*), it is not stressed.
- The words in the phrase are linked together without a break.

 **1** Listen and repeat.

He's **sitting down**.

He's **lying down**.

He's **turning around**.

He's **going out**.

He's **running around**.

He's **working out**.

**2** Work with a partner. Match each picture with the correct sentence in step 1.

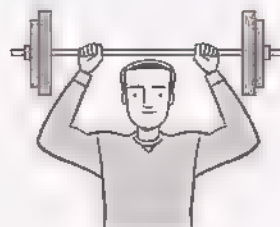
1.



2.



3.



4.



5.



6.



 **3** Listen and repeat.

**Throw it out.**

**Put it down.**

**Figure it out.**

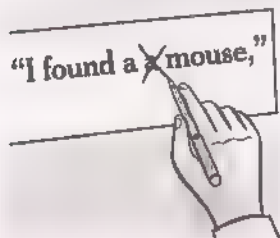
**Turn it down.**

**Cross it out.**

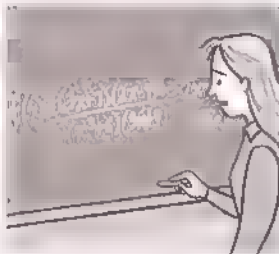
**Write it down.**

**4** Work with a partner. Match each picture with the correct sentence in step 3.

1.



2.



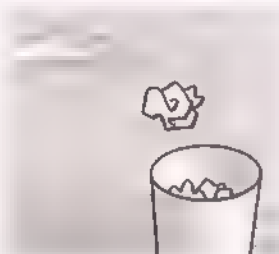
3.



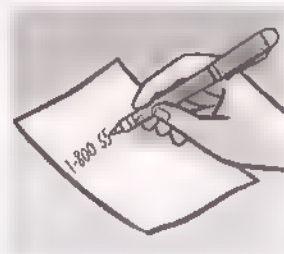
4.



5.



6.



## Spelling

The sound /aw/ is spelled with the letters *ou* or *ow*. Add more examples below.

**ou** about, found, mouth, house, \_\_\_\_\_

**ow** down, crowd, now, how, \_\_\_\_\_

## Common Expressions

 Listen and repeat these common expressions with the sound /aw/.

**Wow!**

**I found it.**

**\*How are you?**

**Please sit down.**

**How do you pronounce this?**

**I tried to sound it out.**

When /aw/ comes before another vowel sound, use the /w/ sound in /aw/ to link the two vowels together.

# Review

/ay/, /oy/, and /aw/



## Test Yourself

/ay/	/oy/	/aw/
buy	boy	bow
aisle	oil	owl
tile	toil	towel
lied	Lloyd	loud

- 1 Listen to words from the table. When you hear a word, write the number of its vowel sound.

1. (boy) 2. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_
2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. \_\_\_\_\_
3. \_\_\_\_\_ 6. \_\_\_\_\_ 9. \_\_\_\_\_



## Linking Practice

When /ay/, /oy/, or /aw/ comes before another vowel sound, use the /y/ or /w/ sound to link it to the following vowel.

- 1 Listen to the sentences. Draw a linking line from /ay/, /oy/, or /aw/ to the following vowel. Write /y/ or /w/ above the linking line.

1. Did you buy <sup>/y/</sup> it?
2. Now <sup>/w/</sup> I see.
3. Why don't you try it?
4. You might enjoy it.
5. How are you doing?
6. Is the boy on the ground?
7. Why is there a cloud?

- 2 Listen again. Repeat the sentences and check your answers.

## Dialog: A boy lying down

Kyle is painting a picture.

- 1 Read the dialog. Find at least three more words for each sound in the table. Write the words in the table.

lying	boy	down



**Troy** How are you doing with your painting?

**Kyle** All right.

**Troy** Is that a boy?

**Kyle** Yes. I'm trying to paint a boy lying down.

**Troy** Is the boy on the ground?

**Kyle** Yes, he's lying on the ground looking up at the sky.

**Troy** Hm, now I see. . . Why don't you try using oil paints?


**Kyle** I've never tried painting with oils. It sounds hard.

**Troy** You should buy some oil paints and try it. You might enjoy it.

**Kyle** I guess you don't like my painting.

**Troy** It's nice, but why is there a big brown cloud behind the boy?

**Kyle** (*pointing*) It isn't a cloud. It's a mountain.

-  2 Listen to the dialog and check your answers.

## Puzzle: Win (in every sense of the word)

Circle the word in each line that does not have the same vowel sound as the others.

- sky      bike      win      nice      time
- noise      enjoy      foil      hole      point
- found      throw      hour      crowd      around
- show      pound      couch      town      shower
- mind      give      vine      climb      hide
- destroy      spoil      annoy      join      going

# Review

The Unstressed Vowels /ə/ and /ər/



## Test Yourself

- 1 Read the sentences and look at the pictures. Guess the missing words. The missing words all have the sound /ə/ or /ər/.

She closed her eyes.



She looked \_\_\_\_\_ clock.



She packed \_\_\_\_\_ pair \_\_\_\_\_ binoculars.



\_\_\_\_\_ brother \_\_\_\_\_ sister \_\_\_\_\_ laughing \_\_\_\_\_ her.



"I'd love \_\_\_\_\_ go \_\_\_\_\_ South America."



- 2 Listen. Repeat the sentences and check your answers.



## Stressed Syllables in Words

In the words below, the spelling has been changed to show you when to use the sound /ə/ or /ər/.

- 1 Some English words have strong stress on the last syllable. Listen and repeat. Make the stressed vowels long and the unstressed vowels short.

<b>begin</b>	<b>decide</b>	<b>hərsəlf</b>	<b>repeat</b>
<b>əgain</b>	<b>fəget</b>	<b>ə'clock</b>	<b>afternoon</b>

- 2 Some words have strong stress in the middle. Listen and repeat.

<b>təmorrow</b>	<b>əmerəcə</b>	<b>bənoculars</b> (u = /yə/)
<b>remembər</b>	<b>convərsatən</b>	

- 3 But most words, especially nouns with two syllables, have strong stress on the first syllable. Listen and repeat.

sistə  
answə  
quartə

morning  
seven  
breakfast

camərə  
comfortable  
quietly

beautəfəl  
Saturday  
photograph

### Puzzle: Which word does not belong?

Circle the word in each line that does not have the same stress pattern as the others. If you are not sure of the stress pattern, try to find a similar word in task B.

- |              |             |           |            |
|--------------|-------------|-----------|------------|
| 1. yourself  | seven       | morning   | softly     |
| 2. about     | open        | forget    | asleep     |
| 3. water     | began       | better    | listen     |
| 4. remember  | vacation    | together  | photograph |
| 5. wonderful | comfortable | afternoon | quietly    |
| 6. decide    | picture     | breakfast | camera     |

### Reading: A Day in My Life

- 1 Cover the story and listen. Look at the sentences and pictures in task A. Number them in the correct order.
- 2 Listen again and read the story. The spelling has been changed to show you when to use the sound /ə/.

Məriə spent Saturday afternoon looking at a beautiful book about South America.

"I'd love to go to South America," she said to herself.

The next morning, Məriə woke up at six o'clock. Her brother and sister were still asleep. Məriə looked at them and closed her eyes again.

Then she quietly got out of bed and began to pack a suitcase. She packed some comfortable clothes, a pair of binoculars, and her sister's camera. She remembered to take a hat for the sun. She also decided to pack a photograph of herself and a picture of her mother and father.

"I'd better not forget to have some breakfast," she said to herself. But then she looked at the clock. It was a quarter to seven.

"I don't want to be late," she said. "I'll just have a glass of water now."

"a glass of water," she said softly. "Water," she said, and opened her eyes.

She was still in bed, and her brother and sister were laughing at her.

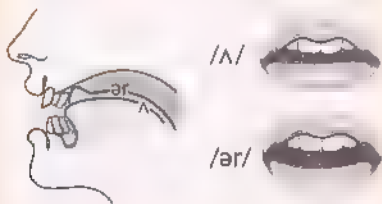
"Tell us what you were dreaming about," they said to her.

But Məriə didn't answer. She was thinking about her wonderful trip to South America.

- 3 Practice reading the story aloud.

# /ər/ • word

Tag Questions with Falling Intonation



- Practice the sound /ə/.  
Close your mouth a little.  
Curl the tip of your tongue up and back to say /ər/.  
The sound /ər/ is pronounced as one sound.  
Listen and repeat: /ər/.\*

## A Word Pairs 1

- 1 Listen to these word pairs.

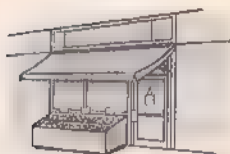
Sound 1: /ɔr/

Sound 2: /ər/



four

fur



store

stir



torn

turn



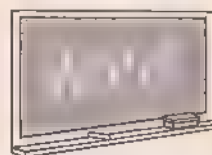
shorts

shirts



award

a word



- 2 Listen again and repeat.

\* This is the same sound as /ər/ in Units 9 and 20, but in this unit it is stressed



## Word Pairs 2

1 Listen to these word pairs.

**Sound 1: /ɑr/**



far



star



barn



hearts

**Sound 2: /ər/**

fur



stir



burn



hurts



2 Listen again and repeat.



## Word Pairs 3

1 Listen to these word pairs.

**Sound 1: /ʌ/**



shut



bud



bun



gull

**Sound 2: /ər/**

shirt



bird



burn



girl



2 Listen again and repeat.

## **D** Test Yourself

**1** Listen and circle the word you hear.

- |                        |                         |                             |
|------------------------|-------------------------|-----------------------------|
| 1. four / far / fur    | 3. short / shut / shirt | 5. torn / ton / turn        |
| 2. store / star / stir | 4. bored / bud / bird   | 6. born / barn / bun / burn |

**2** Listen to each sentence and circle the word you hear.

- Is it (four / far / fur)?
- They were wearing black (shorts / shirts).
- Do you see the (buds / birds) on the tree?
- Can you (walk / work) faster?
- Those (barns / buns / burns) don't look good to me.
- There were two (gulls / girls) on the beach.

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## **E** Vocabulary

**1** Listen and repeat these words with the sound /ər/.

nurse	earns	were	dirty	world
hurts	work	weren't	thirty	certainly
heard	first	early	worst	Thursday

## **F** Dialog: The worst nurse

*Two patients are talking about the nurses at a hospital.*

**1** Work with a partner. Read the dialog. Fill in the blanks with words from task E.

**Bert** Nurse! Nurse! I'm thirsty!

**Earl** Nurse! My head hurts!

**Bert** (turning to Earl) Pearl is the \_\_\_\_\_ nurse, isn't she?

**Earl** Personally, I think Kurt is worse.

**Bert** Mmm. He always leaves work \_\_\_\_\_.

**Earl** And he always wears a \_\_\_\_\_ shirt.

**Bert** I heard he \_\_\_\_\_ thirty dollars an hour.

**Earl** He \_\_\_\_\_ doesn't deserve it.

**Bert** He and Pearl weren't at work on Thursday, \_\_\_\_\_ they?

**Earl** They're the worst nurses on the floor, aren't they?

**Bert** No – they're the worst nurses in the \_\_\_\_\_!



**2** Listen to the dialog and check your answers.



## Tag Questions with Falling Intonation

A tag question is a question like *isn't she?* or *were they?* added to the end of a sentence.

- A tag question has rising intonation when you want to check information:

*I told you the story, didn't I?*

- A tag question has falling intonation when you expect the other person to agree with you.



Listen and repeat these tag questions with falling intonation.

He's the worst **nurse**, isn't he?    They weren't at **work**, were they?



## Conversation Practice



Practice with a partner. Student A adds a tag question to each sentence. Student B responds. Use falling intonation on the tag questions. Listen to these two examples.

You were thirsty.

**A** You were **thirsty**, weren't you?

**B** Yes, I **was**.

We weren't early.

**A** We weren't **early**, were we?

**B** No, we **weren't**.

1. You were nervous.
2. You weren't at work.
3. We weren't the worst.

4. The birthday gifts were perfect.
5. The words were hard to learn.
6. You weren't born here.



## Spelling

The sound /ər/ is spelled many different ways. Add more examples below.

**er** person, weren't, certainly, prefer, \_\_\_\_\_

**ir** first, bird, girl, circle, \_\_\_\_\_

**ur** Thursday, nurse, hurt, turn, \_\_\_\_\_

Other spellings:

**or** after the letter *w*: word, work, world, worst

**ear** early, learn, heard, earth



## Common Expressions



Listen and repeat these common expressions with the sound /ər/.

Hurry!

Certainly.

Don't worry.

I walk to **work**.

I was the **first person** there.

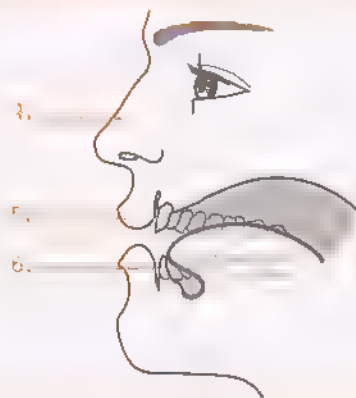
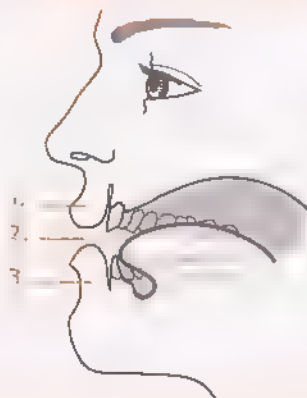
the **world's worst**

# Section B CONSONANTS

# Making Consonant

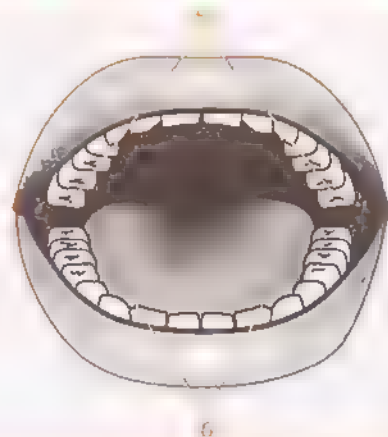
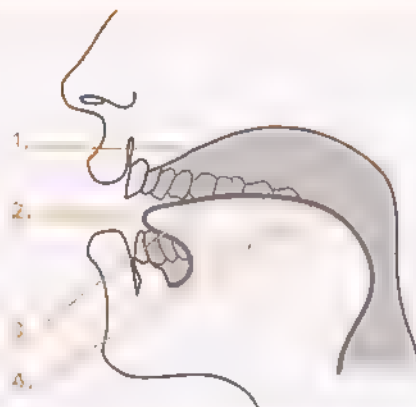
Match these words with the numbers in the pictures.

- a. nose
- b. top teeth
- c. top lip
- d. tongue
- e. bottom teeth
- f. bottom lip



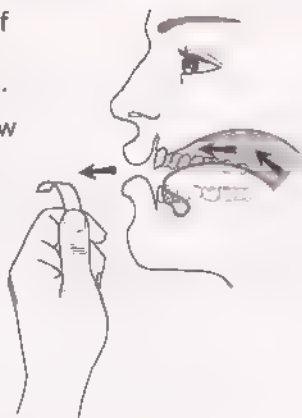
Match these words with the numbers in the pictures.

- a. the back of the tongue
- b. the roof of the mouth
- c. the tip of the tongue
- d. the side teeth
- e. the front of the tongue
- f. the sides of the tongue

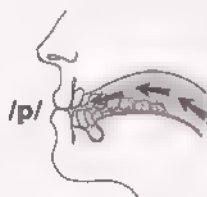


## Practice using air to make consonant sounds.

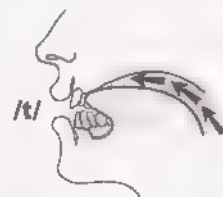
1. Hold a piece of paper in front of your mouth.
2. When you blow out air, the paper moves.
3. Air is coming through your mouth.



The pictures below show how to make the sounds /p/ (as in *paper*), /t/ (as in *tea*), and /k/ (as in *key*). Practice saying /p/, /t/, and /k/.



1. Close your lips.  
Push air forward in your mouth.



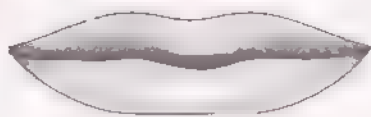
2. Touch the front of the roof of your mouth with the tip of your tongue.  
Push air forward in your mouth.

# Sounds

## Practice moving your lips.



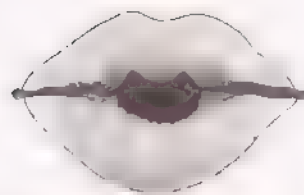
1 Open your lips.



2 Close your lips.



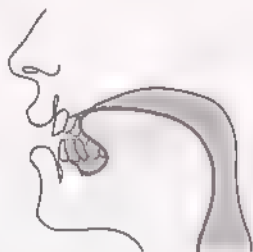
Close your lips tight.



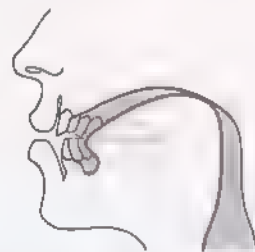
Make your lips round.

## Practice moving your tongue.

1. Touch:
  - your top teeth
  - your bottom teeth
  - the roof of your mouth with your tongue.
2. Touch your side teeth with the sides of your tongue.



3 Touch the front of the roof of your mouth with the front of your tongue.



4 Touch the back of the roof of your mouth with the back of your tongue.

## Practice using your voice.

1. Put your hand on the front of your neck.
2. When you sing, you can feel your voice. You are using your voice.
3. The sound of your voice is coming through your mouth.
4. Use your voice to make some consonant sounds (such as /b/, /z/, /m/, and /l/). Do not use your voice to make other consonant sounds (such as /p/, /s/, and /h/).

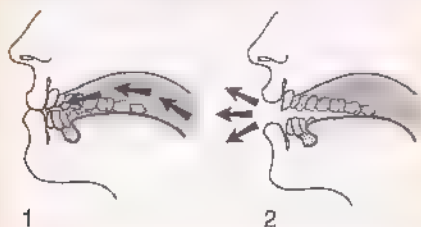


3. Touch the back of the roof of your mouth with the back of your tongue.  
Push air forward in your mouth.



# /p/ • pop

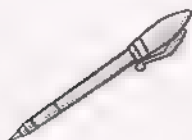
Intonation in Lists



Close your lips tight.  
Push air forward in your mouth.  
Open your lips quickly.  
Do not use your voice.  
Listen and repeat: /p/.

## A Vocabulary

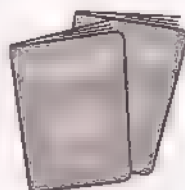
At the beginning of a word or a stressed syllable, say /p/ with a strong puff of air. Listen and repeat.



a pen



a pencil



passports



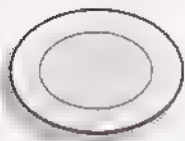
pictures



presents



a CD player



a paper plate



a piece of pie



a pillow



a plastic bag



toothpaste

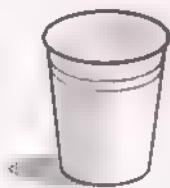


a newspaper

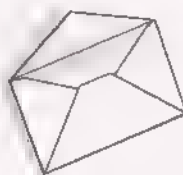
- 2 The sound /p/ is quieter in these words. It does not have a strong puff of air. Listen and repeat.



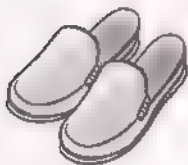
a map



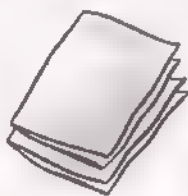
a cup



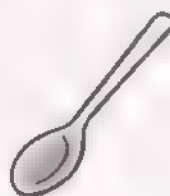
an envelope



slippers



napkins



a spoon

- 3 Listen and repeat. Underline the /p/ sounds that are pronounced with a strong puff of air.

a purse    a postcard    a laptop    stamps    pennies    an apple

### Dialog: Passports, please

Peter and Pam are at the airport. They just arrived from Paris.

- 1 Cover the dialog and listen. Check ✓ the items in task A that Peter and Pam packed.

- 2 Listen again and read the dialog. Check your answers to step 1.



**Official** Passports, please.

**Pam** Peter? Aren't the passports in your pocket?

**Peter** I thought you put them in your purse, Pam.

**Pam** (*inspecting her purse*) No. I have a pen, a postcard, a map, a spoon, and some pictures. Check your pocket.

**Peter** (*emptying his pocket*) I have a pencil, some stamps, an envelope, some pennies . . .

**Pam** Please stop taking everything out of your pocket. You probably put them in the plastic bag.

**Peter** (*emptying the plastic bag*) Here's a cup, an apple, a paper plate, some presents, a newspaper . . .

**Pam** Peter, stop pulling everything out of the plastic bag! People are getting impatient.

**Peter** Please help me. Help put the things back in the plastic bag.

**Pam** (*speaking to the official*) We have a problem. We can't find our passports.

**Official** Let the other passengers past, please.

**Peter** It's possible we dropped them on the plane.

**Official** Please go upstairs with this police officer.

## Intonation in Lists

- In saying a list of items, the intonation often rises on each item before the last item.
- On the last item, the intonation falls to a low note to show that the list is finished.

1 Listen to these lists. They are not finished. The stressed words and syllables are in **bold**.

I have a **pencil**, some **stamps**, an **envelope**, some **pennies** . . .

Here's a **cup**, an **apple**, a **paper plate**, some **presents**, a **newspaper** . . .

2 Listen to this list. It is finished.

I have a **pen**, a **postcard**, a **map**, a **spoon**, and some **pictures**.

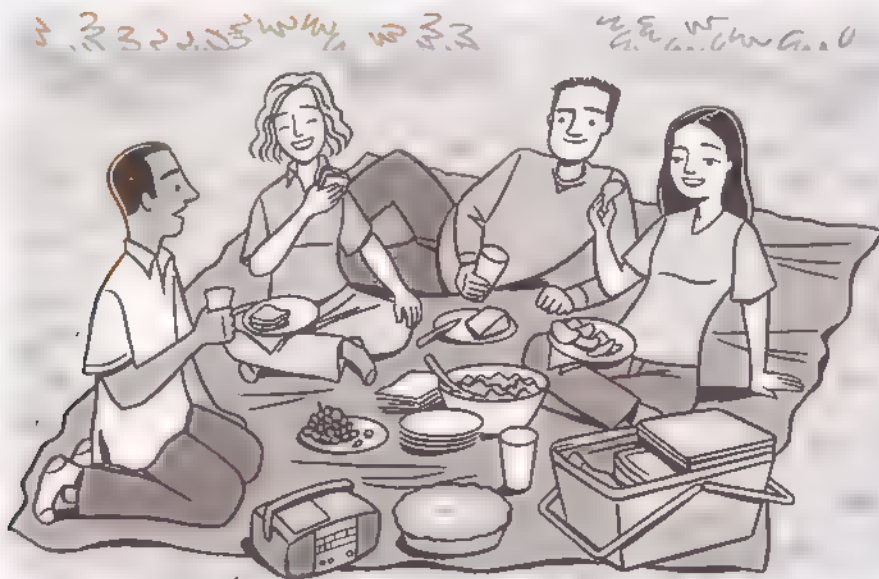
## Conversation Practice

Which items in task A do you usually pack when you travel? Practice this conversation with a partner. Replace the underlined items with items from task A.

A What do you usually pack when you travel?

B I usually pack a passport, a pen, toothpaste, slippers, and a laptop.

## Game: The perfect picnic



Play this game with the whole class. Choose words from the list on the next page. Each person adds something new.

- Example:* **A** We're having a picnic, and I'm bringing pears.  
**B** We're having a picnic. **A** is bringing pears, and I'm bringing potato chips.  
**C** We're having a picnic. **A** is bringing pears, **B** is bringing potato chips, and I'm bringing soup.



apples	pasta	paper plates
pears	pepper	plastic cups
potato chips	pie	napkins
popcorn	soup	a CD player
pizza	spoons	a picnic basket

## Spelling

The sound /p/ is spelled with the letter *p*. Add more examples below.

- p** paper, people, envelope, stamp, \_\_\_\_\_  
**pp** happy, pepper, shopping, dropped, \_\_\_\_\_

Careful: The letter *p* is silent in these words: psychology, pneumonia, receipt, cupboard.

## Common Expressions

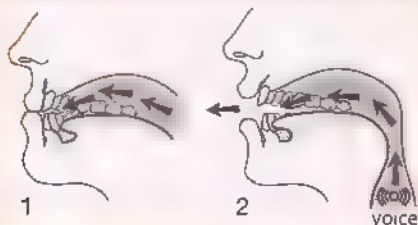
Listen and repeat these common expressions with the sound /p/.

- |                        |                         |
|------------------------|-------------------------|
| Please help.           | Oops! I dropped it.     |
| Stop pushing!*         | Pick it up.             |
| It's pretty important. | Please pass the pepper. |

When /p/ comes before another /p/, pronounce the two /p/ sounds as one long /p/. Do not say two separate /p/ sounds.

# /b/ • baby

Stress in Compound Nouns and Phrases



Practice the sound /p/.  
Use your voice to say /b/.  
Listen and repeat: /b/.



## Word Pairs

1 Listen to these word pairs.

Sound 1: /p/



pie



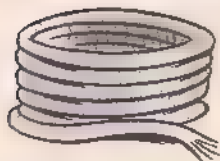
pear



pill



cap



rope

Sound 2: /b/

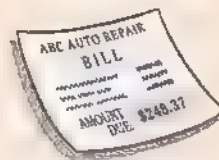
buy



bear



bill



cab



robe



2 Listen again and repeat.

## B Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

1. She threw away her old (pills / bills).
2. It was a little (pig / big).
3. What color was the (cap / cab)?
4. There are (pears / bears) in the garden.
5. I put the (rope / robe) in the closet.
6. Could you tell me where the (path / bath) is?

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

- 1 Listen and repeat these words with the sound /b/.

a bookshelf  
a backpack  
a cookbook

a birthday cake  
paintbrushes  
a black box

blue beads  
a beautiful bracelet  
October

- 2 Work with a partner. Match the pictures with the words in step 1.




- 3 The sound /b/ is quiet at the end of a word. The vowel before it is long. Listen and repeat.

a cab      a job      a bathrobe      a club

## Dialog: "Happy Birthday!"

*Today is Barbara's birthday.*

-  **1** Read the dialog as you listen. If you hear a word that is different from the word in your book, correct the word. Use the words in task C. There are eight words to correct. The first one has been done for you.



**Bob** Hi, Barbara. You look happy.

**Barbara** (pause) Well . . . you know, today's my birthday.  
October

**Bob** Oh, right, ~~December~~ 7<sup>th</sup>. Your birthday! Happy birthday!

**Barbara** Thanks, Bob. Look at this box Abby gave me. I can't believe she made it.

**Bob** Yeah, those black beads are beautiful. (pause) Is that a new backpack? Was that a birthday present, too?

**Barbara** The backpack? No, I bought it myself.

**Bob** What did your parents give you for your birthday?

**Barbara** A set of golf clubs. And my Mom baked a birthday cake.

**Bob** What about your brother? Did he give you anything?

**Barbara** Yes, he built a table for my bedroom. And, uh, somebody gave me a bathrobe.

**Bob** I'm really sorry, Barbara, but I totally forgot about your birthday. I've been so busy with my boat.

**Barbara** Well, my birthday isn't over yet . . .

**Bob** Right! Let's go out and celebrate. How about taking a cab to that new bookstore?

- 2** Listen again and check your answers.

## Stress in Compound Nouns and Phrases

- “ In a compound noun, the main stress is usually on the first word.
- “ In an ordinary noun phrase with an adjective + a noun, the main stress is usually on the last word – the noun.

-  **1** Listen and repeat these compound nouns.

a **cook**book

a **book**shelf

a **birth**day cake

2 Listen and repeat these noun phrases.

a black **box**

blue **beads**

a beautiful **bracelet**

## Compound Noun Phrases

1 Work with a partner. Use the words below to make a compound noun or phrase for each picture. Underline the stressed word or syllable.

black

cook

cowboy

rubber

tea

funny

sleeping

big



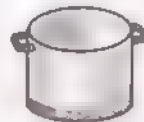
1. a cookbook



2. a pot



3. a bag



4. a pot



5. a book



6. boots



7. a bag



8. boots

2 Listen. Repeat the words and check your answers.

3 Practice this conversation with a partner. Replace the underlined items with compound nouns or noun phrases from this unit.

A What should we get Barbara for her birthday?

B How about a backpack?

A I have a better idea. How about a funny book?

## Spelling

The sound /b/ is spelled with the letter *b*. Add more examples below.

**b** birthday, about, table, job, \_\_\_\_\_

**bb** rubber, robber, grabbed

Careful: The letter *b* is silent in these words: climb, lamb, thumb, comb, bomb, doubt, debt.

## Common Expressions

Listen and repeat these common expressions with the sound /b/.

Happy **birthday**!

I'll **be** right **back**.

I've **been** **busy**.

I **bought** a **book**.

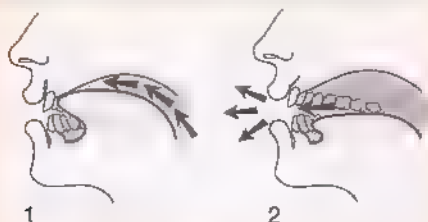
It's a **big** **job**.

Is there a **problem**?

# UNIT 24

## /t/ two

### Linking a Final Consonant



- Put your tongue just behind your top teeth. Your tongue should not touch your teeth. Push air forward in your mouth. Then quickly move your tongue away. Do not use your voice. Listen and repeat: /t/.

## A Vocabulary

- 1 At the beginning of a word or a stressed syllable, say /t/ with a strong puff of air. Listen and repeat.



tall



tell the time  
ten to two



toys



turn



taxi



Thailand



teenager



train



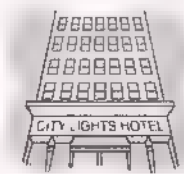
traffic




twelve, twenty

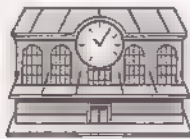


fourteen



hotel

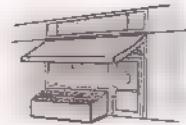
 **2** After /s/, the sound /t/ does not have a strong puff of air. Listen and repeat.



station



stamps



store



street




restaurant



taxi stand

 **3** At the end of a word or syllable, /t/ is quiet. Listen and repeat.


right	short	can't	exactly
great	left	light	best bet

 **4** In American English, /t/ is “flapped” – pronounced like a quick /d/ – when it comes after a vowel and before an unstressed vowel. Listen and repeat.

water	computer	letter	visitor	city	hospital
-------	----------	--------	---------	------	----------

## Dialog: It's a city map

People at the visitor center are asking a staff member some questions.

 **1** Listen to the dialog while you look at the map. Match the places listed on the right with the numbers on the map. Which place is *not* on the map?



- \_\_\_\_\_ train station
- \_\_\_\_\_ Taste of Thailand restaurant
- \_\_\_\_\_ taxi stand
- \_\_\_\_\_ City Lights Hotel
- \_\_\_\_\_ Times Tower
- \_\_\_\_\_ post office

## 2 Listen again and read the dialog. Check your answers to step 1.

**Tall woman** Could you tell me how to get to the train station?

**Staff member** The train station? Turn right when you leave the visitor center. When you get to the light, turn left onto First Avenue. The train station will be on your right. You can't miss it.

**Student** Are there any Thai restaurants around here?

**Staff member** Thai restaurants? There's a great Thai restaurant on Water Street. It's called Taste of Thailand. Go two blocks to the right and then left onto Water Street.

**Tall man** Where can I get a taxi?

**Staff member** Try the taxi stand on First Avenue. Just go to the right and turn left at the light. It's just past the train station.

**Tired tourist** How do I get to the City Lights Hotel?

**Staff member** Go two blocks to the right and turn left on Water Street. Then turn left again when you get to Liberty Street. You'll see a tall white building. That's it.

**Teenage girl** I'm trying to get to the Times Tower.

**Staff member** Well, you can take the number 12 bus – it stops right outside the visitor center – and get off at 14th Street. But it might be better to walk. There's a lot of traffic this time of day.

**Short woman** Where can I get stamps for these letters?

**Staff member** Your best bet is the post office. When you go out of here, turn that way (*pointing left*). Go two blocks. Then turn left onto Taylor Street. It'll be on your right.

**Little girl** Do you know what time it is?

**Staff member** It's exactly twenty-two minutes after ten.



## Linking a Final Consonant

In speech, words are linked together without a break. Link a final consonant (a consonant at the end of a word) to the sound at the beginning of the next word.

- final consonant + a vowel: Link the final consonant smoothly to a vowel. Pronounce the consonant as part of the next word.
- vowel /t/ + a vowel: If final /t/ comes after a vowel and before another vowel, the /t/ is “flapped.” Pronounce the /t/ like a quick /d/.
- final consonant + the same consonant: Pronounce the two consonants as one long consonant sound. Do not say two separate sounds.
- final consonant + a different consonant: Say the final consonant quietly. Go right to the next sound.

- 🎧 **1** Listen and repeat. Link the final /t/ to the following vowel.  
 post office      First Avenue
- 🎧 **2** Listen and repeat. The /t/ sound is flapped here.  
 a lot of      get off
- 🎧 **3** Listen and repeat. Pronounce the linked /t/ sounds as one long /t/.  
 a great Thai restaurant      What time is it?
- 🎧 **4** Listen and repeat. Make the /t/ sound quiet before the next consonant.  
 your best bet      just past

## Conversation Practice



1 Read the dialog on page 92 again.

2 Practice with a partner. One person asks for directions from the train station to these places.

the visitor center

the City Lights Hotel

the post office

the Taste of Thailand restaurant

the hospital

Little Town Toys

Computer City

Tall Tales bookstore

Ask questions like these:

Could you tell me how to get to \_\_\_\_\_?

How do I get to \_\_\_\_\_?

The other person answers, using the map on page 93.

## Spelling

The sound /t/ is usually spelled with the letter *t*. Add more examples below.

**t** time, try, twelve, city, \_\_\_\_\_

**tt** letter, matter, little, getting

*Unusual spellings:* looked, missed, Thailand

Careful: The letter *t* is silent in these words: listen, often, whistle, castle, Christmas, ballet.

## Common Expressions

 Listen and repeat these common expressions with the sound /t/.

What time is it?

What's the matter?

Take it easy!

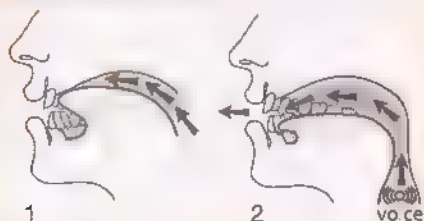
Just a minute.

Could you tell me how to get to the train station?

Thanks! It's no trouble at all.

# /d/ • did

-ed Endings



Practice the sound /t/.  
Use your voice to say /d/.  
Listen and repeat: /d/.

## A Word Pairs

1 Listen to these word pairs.

Sound 1: /t/



time



tore



try



write



cart

Sound 2: /d/



dime



door



dry



ride



card

2 Listen again and repeat.

## B Test Yourself

1 Listen and circle the word you hear.

- |                |                 |                  |
|----------------|-----------------|------------------|
| 1. tore / door | 3. try / dry    | 5. cart / card   |
| 2. time / dime | 4. write / ride | 6. seats / seeds |

2 Listen to each sentence and circle the word you hear.

1. Do you have the (time / dime)?
2. I want to (try / dry) this shirt.
3. I'll give you my (cart / card).
4. She (writes / rides) very well.
5. Are there any (seats / seeds) left?
6. We (sent / send) all the packages on Monday.

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

1 Listen and repeat these words and phrases with the sound /d/.

- |                     |                  |                      |
|---------------------|------------------|----------------------|
| studied             | listened to CDs  | cooked a big dinner  |
| played cards        | watched a DVD    | repaired the phone   |
| cleaned her bedroom | called David     | decided to stay home |
| washed windows      | visited a friend | heated up some food  |

## Dialog: A missed date

*David and Diana had plans to get together yesterday.*

1 Cover the dialog and listen. Then answer the question using words and phrases from task C.

What did Diana do yesterday?

2 Listen again and read the dialog. Check your answer to step 1.

**Diana** *(phone rings)* Hello.

**David** Hello, Diana? This is David.

**Diana** Oh, hi, David.

**David** What happened yesterday? I waited and waited for you. You forgot our date, didn't you?

**Diana** No, I remembered. But it rained all day and I had a bad cold, so I decided to stay home.

**David** You did? But I tried to call you at least 20 times and nobody answered!





#### 4 Complete these rules.

- 1 The *-ed* ending is pronounced as an extra syllable /əd/ after the sound / \_\_\_\_ / or / \_\_\_\_ /.
- 2 The *-ed* ending is pronounced / \_\_\_\_ / after sounds made using the voice (/b, g, z, ʒ, dʒ, v, ð, m, n, ŋ, l, r/, and vowels).
- 3 The *-ed* ending is pronounced / \_\_\_\_ / after sounds made *without* using the voice (/p, k, s, ʃ, tʃ, f, θ/).



#### Game: Verbs in the Past

- 1 Write three sentences about what you did or didn't do last weekend. Write two sentences that are true and one that is *not* true. Use verbs from this unit or other past tense verbs.

*Example:* I worked on Saturday.

I didn't see any movies.

I visited my cousin on Sunday.

- 2 Practice in a group of three to five people. Take turns saying your sentences. The other people guess which sentences are true and which sentence is false.



#### Spelling

The sound /d/ is spelled with the letter *d*. Add more examples below.

**d** door, date, didn't, studied, \_\_\_\_\_

**dd** address, middle, add, suddenly

Careful: The letter *d* is silent in these words: Wednesday, handsome, handkerchief.



#### Listen and repeat these common expressions with the sound /d/.

- 1 Listen and repeat these common expressions with the sound /d/.

What **do** you **do**?

That's a good **idea**!

I **don't** understand.

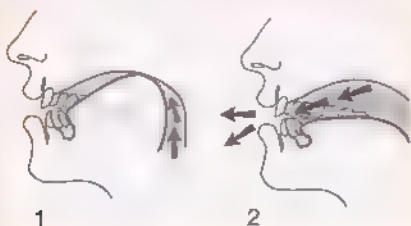
I **didn't** do it.

What's today's **date**?

What's your **address**?

# /k/ • key

Stress in Noun Phrases with Compounds



Touch the back of the roof of your mouth with the back of your tongue. Push air forward in your mouth and quickly move your tongue away. Do not use your voice. Listen and repeat: /k/.

## A Vocabulary

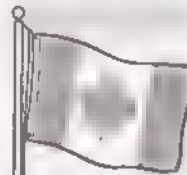
1 At the beginning of a word or a stressed syllable, say /k/ with a strong puff of air. Listen and repeat.



cook



kitchen



Canada



clean



cuckoo clock



bookcase

2 The sound /k/ is quieter in these words. Listen and repeat.



look



attic



junk



broken



electric



comic books

- 3 The sound /k/ comes before another consonant sound in these words. Listen and repeat.

/ ks /	/ kt /	/ kw /
six	collect	quiet
next	perfect	question
expensive	connect	
extra	exactly	
excuse me		

## Dialog: Kate and Chris

Kate and Chris are cleaning out the attic in their house.

- 1 Work with a partner. Read the dialog. Fill in the blanks with words from task A.

**Chris** (climbing up to the attic) Yikes! \_\_\_\_\_ Look \_\_\_\_\_ at all this junk. What's in that box? Can you check?

**Kate** Just a second. . . . Cool, my old \_\_\_\_\_!

**Chris** OK, they can go in recycling.

**Kate** Recycling? No, I can sell them. People \_\_\_\_\_ old comic books.

**Chris** Can you take a look at that rocking chair? It looks like the back is \_\_\_\_\_.

**Kate** I can fix it, I think. We could use an extra \_\_\_\_\_.

**Chris** Excuse me, what's that \_\_\_\_\_ to the bookcase? Is that a clock?

**Kate** It's a cuckoo clock. I got it in \_\_\_\_\_.

**Chris** Can I ask you a \_\_\_\_\_? Why are you keeping a plastic cuckoo clock?

**Kate** It isn't plastic. It's oak. Actually, it was kind of \_\_\_\_\_.

**Chris** Does it work? It's exactly \_\_\_\_\_ o'clock now, and it's very quiet.

**Kate** Of course it works. Here, let me connect it. It's \_\_\_\_\_.  
(CUCKOO, CUCKOO, CUCKOO, CUCKOO, CUCKOO)

**Kate** It would be perfect for the \_\_\_\_\_, don't you think?

**Chris** Are you kidding? Listen to that while I cook? I'd go crazy!  
(CUCKOO!)

**Chris** Hey, where are you taking all that \_\_\_\_\_? Bring it back to the attic!

**Kate** Junk? You call this junk? These are keepsakes!



- 2 Listen to the dialog and check your answers.

## Stress in Noun Phrases with Compound Nouns

- In an ordinary noun phrase with an adjective + a noun, the main stress is usually on the last word – the noun.
- If a noun phrase contains an adjective and a compound noun, the main stress is on the first part of the compound noun.

🔊 Listen and repeat.

a broken <b>chair</b>	a broken <b>rocking</b> chair
an electric <b>clock</b>	an electric <b>cuckoo</b> clock
some old <b>books</b>	some old <b>comic</b> books

## Scrambled Phrases

What other things did Kate and Chris find in the attic?

1 Work with a partner. Unscramble the phrases below. Then underline the word or syllable with the strongest stress.

2 Match the phrases to the pictures.

1. ring plastic a key \_\_\_\_\_ a plastic key ring

2. cup a coffee black \_\_\_\_\_

3. can empty cola an \_\_\_\_\_

4. card an credit expired \_\_\_\_\_

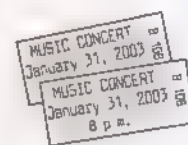
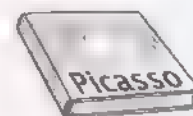
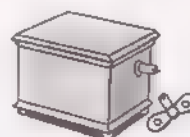
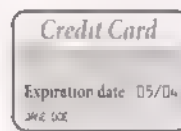
5. an opener can electric \_\_\_\_\_

6. ski pink a jacket \_\_\_\_\_

7. broken box music a \_\_\_\_\_

8. tickets old some concert \_\_\_\_\_

9. picture an expensive book \_\_\_\_\_



## Spelling

The sound /k/ is usually spelled with the letters *k*, *c*, or *ck*. Add more examples below.

- k** key, kitchen, think, walk, like, \_\_\_\_\_  
**c** call, electric, collect, crazy, \_\_\_\_\_  
**ck** back, clock, jacket, \_\_\_\_\_  
**cc** occur, accountant, occasion  
pronounced /ks/ before *e* or *i*: success, accent, accident

*Other spellings:*

- ch** school, chemistry, stomach, headache, Christmas  
**x, xc** pronounced /ks/: six, next, extra, expensive, excellent, exciting  
**qu** usually pronounced /kw/: question, quiet, quickly

Careful: The letter *k* is silent before *n* at the beginning of a word: know, knife, knee.

## Common Expressions

 Listen and repeat these common expressions with the sound /k/.

Excuse me.

Come in.

Thanks for calling.

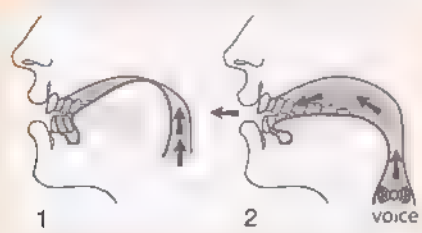
Can you **keep** a secret?

Can I **call** you **back**?

Can I **ask** a **question**?

# /g/ • good

Gonna (going to)



Practice the sound /k/.  
Use your voice to say /g/.  
Listen and repeat: /g/.

## A Word Pairs

1 Listen to these word pairs.

### Sound 1: /k/



coat



curl



class



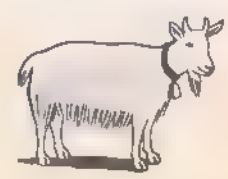
back



clock

### Sound 2: /g/

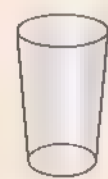
goat



girl



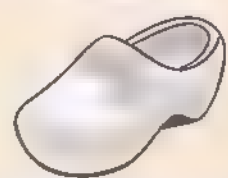
glass



bag



clog



2 Listen again and repeat.

## B Test Yourself

1 Listen and circle the word you hear.

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1. coat / goat   | 3. curl / girl | 5. clock / clog |
| 2. class / glass | 4. cold / gold | 6. back / bag   |

2 Listen to each sentence and circle the word you hear.

- Is that really (cold / gold)?
- There's a fly on your (back / bag).
- He has a white (coat / goat).
- Does the store sell (clocks / clogs)?
- Those (curls / girls) look nice.
- How many (classes / glasses) do you have?

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## E Vocabulary

1 One word in each column does *not* have the sound /g/. Work with a partner. Circle the words that do not have the sound /g/.

good	guitar	beginning	sang
guess	August	message	big
long	again	get	dog
glad	coming	Chicago	together
great	jogging	England	exactly

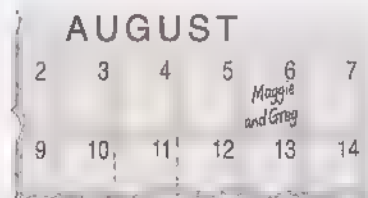
2 Listen. Repeat the words and check your answers.

## F Dialog

*Friends are planning to visit Gary and Grace in August.*

1 Listen to the dialog. Circle all the correct words in parentheses.

- Gary and Grace live in (Chicago / Michigan / England).
- Their guests, Maggie and Greg, live in (Chicago / Michigan / England / Canada).
- Gary and Grace plan to (go jogging / play the guitar / go to a baseball game / play golf / shop for gifts / go to art galleries / go camping) with their guests.
- After they visit Chicago, Maggie and Greg are going to (Michigan / Canada / Greece)



**2** Listen again and read the dialog. Check your answer to step 1.

**Gary** Guess who's coming to Chicago?

**Grace** Maggie and Greg?

**Gary** How'd you guess? I just got a message from Greg.

**Grace** Great! When are they going to be in Chicago?

**Gary** The beginning of August.

**Grace** I'm glad they're coming in August. Maybe we can get tickets to a baseball game.

**Gary** Good idea. And Greg and I can play some golf.

**Grace** Maggie and I can take the dog and go jogging in the park. If the weather's good, maybe we can go swimming in Lake Michigan. And –

**Gary** They're not going to be here that long. After Chicago, they're going to Canada.

**Grace** Where in Canada are they going?

**Gary** I don't know exactly. They're going to go camping.

**Grace** Remember the big party they gave when we were in England?

**Gary** How could I forget? Maggie played the guitar with that group.

**Grace** And we all sat on the grass and sang songs.

**Gary** I had a great time. It'll be good to get together again.

## **Gonna** (*going to*)

In informal speech, *going to* is often pronounced “gonna” when it is used with another verb to show the future.

Do not use the “gonna” pronunciation when *going* is a main verb.


 **1** Listen and repeat.

When are they going to (“gonna”) be in Chicago?

They're going to (“gonna”) go camping.

They're going to Canada.

## **Comprehension**

 **1** Listen. Which lines use the “gonna” pronunciation?

**A** Where are you going for vacation?

**B** I'm going to England.

**A** What are you going to do in England?

**B** I'm going to go to art galleries.

**2** Practice the conversation with a partner. Replace the underlined items with the place names and activities below.

**A** Where are you going for vacation?

**B** I'm going to England.

**A** What are you going to do in England?

**B** I'm going to go to art galleries.

England	play golf
Greece	go jogging
Portugal	go to a baseball (or soccer) game
Chicago	go to art galleries
Las Vegas	shop for gifts
Niagara Falls	take a lot of photographs
the Grand Canyon	practice speaking English (or Greek or . . .)

## Spelling

The sound /g/ is usually spelled with the letter *g*. Add more examples below.

**g** garden, grass, again, dog, \_\_\_\_\_

**gg** jogging, bigger, egg

**gu** guest, guess, guitar


*Other spellings:*

**gh** ghost, spaghetti

**x** pronounced /gz/: example, exactly, exam, exit

Careful: The letter *g* is silent in these words: sign, foreign, designer, right, night, thought, daughter, neighbor.

## Common Expressions

 Listen and repeat these common expressions with the sound /g/.

Great!

Let's get together.

Give me a call.

Good to see you again.

I've got to go.

What are you going to ("gonna") do?

# Review

/p/, /b/, /t/, /d/, /k/, and /g/

## A Test Yourself

- 1 Listen and circle the word you hear. You can use a dictionary if you like, but you don't have to understand every word to do this.

- |                            |                              |
|----------------------------|------------------------------|
| 1. pack / back / bag       | 7. pet / bet / bed           |
| 2. pick / pig / big        | 8. coat / code / goat / goad |
| 3. colt / cold / gold      | 9. tuck / tug / duck / dug   |
| 4. plant / planned / bland | 10. pat / pad / bat / bad    |
| 5. cart / card / guard     | 11. puck / pug / buck / bug  |
| 6. tap / tab / dab         | 12. cap / cab / gap / gab    |

- 2 Complete the rules with the correct symbols: /p/, /b/, /t/, /d/, /k/, or /g/. Listen to the words in step 1 again if you need to.

- The consonant sounds / \_\_\_\_/, /\_\_\_\_/, and /\_\_\_\_/ are pronounced with a strong puff of air at the beginning of a word or stressed syllable.
- Vowel sounds are longer when they come before the consonant sound /\_\_\_\_/, /\_\_\_\_/, or /\_\_\_\_/ at the end of a word.

## B Vocabulary

- 1 In each item underline the syllable that has the strongest stress.

- |              |                     |
|--------------|---------------------|
| kitchen      | cake plates         |
| potato chips | chocolate ice cream |
| cold drinks  | a paper tablecloth  |
| plastic cups | an extra table      |
| a baking pan | her electric guitar |

- 2 Listen. Repeat the words and check your answers.
- 3 Karen is planning a party. Listen to the list of things she needs to do.

### To Do List

- ☐ Clean the kitchen!
- ☐ Buy:
- ☐ Potato chips
- ☐ cold drinks
- ☐ plastic cups
- ☐ cake plates
- ☐ chocolate ice cream
- ☐ a paper tablecloth
- ☐ Call Ted. Ask him to bring an extra table.
- ☐ Ask Kate to bring her electric guitar.
- ☐

**4** Practice reading Karen's To Do List aloud. Use rising intonation on each item before the last item in the list of things she needs to buy. Use falling intonation on the last item.

**5** Think of something you are planning. Write a To Do List. Then read it aloud.



### Puzzle: Which words have the same sound?

Circle the *-ed* ending in each line that does not have the same sound as the others.

- |             |          |         |               |
|-------------|----------|---------|---------------|
| 1. walked   | watched  | laughed | <u>called</u> |
| 2. visited  | asked    | waited  | needed        |
| 3. listened | cleaned  | rented  | rained        |
| 4. painted  | answered | played  | tried         |
| 5. helped   | missed   | danced  | decided       |
| 6. pushed   | snowed   | stayed  | happened      |

# /s/ • sun

Linking a Final Consonant Cluster



- Touch your top teeth with the sides of your tongue. Put your tongue forward, behind your top teeth. Force air out over the top of your tongue. Do not use your voice. Listen and repeat: /s/.

## A Vocabulary

- 1 Listen and repeat.



sailing



surfing



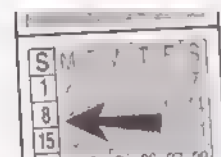
sitting on the sand



seashore



Saturday



Sunday

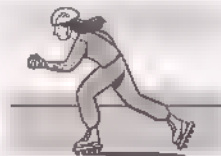
- 2 /s/ often occurs in consonant clusters, or groups of consonant sounds. Listen and repeat.\*



swimming



waterskiing



skating



sleep outside



stay in a hotel



star

\*Careful: Do not add an extra vowel sound before or after /s/ in a consonant cluster.

3 Listen and repeat. Circle the words that have the consonant clusters: /sp/, /ts/, or /ks/.

silly	exciting	six
excellent	that's	serious
sports	sensible	expensive

### Dialog: It's expensive

Stacy and Steve are planning a trip to the seashore.

1 Cover the dialog and listen. Circle the correct words in parentheses.

1. Stacy likes (skating / waterskiing).
2. Steve wants to (save / spend) money.
3. Stacy wants to stay over (Saturday / Sunday) night.
4. Stacy thinks sleeping outside is (sensible / exciting).



2 Listen again and read the dialog. Check your answers to step 1.

**Steve** Let's go to the seashore on Saturday.

**Stacy** Yes! Excellent! Would you rather go sailing or waterskiing? Waterskiing is so exciting.

**Steve** It's also expensive, Stacy. Let's just sit in the sun and go swimming instead.

**Stacy** Let's stay over Saturday night and spend Sunday there, too. We could stay at the Six Star Hotel.

**Steve** Be sensible, Sweetie. It's too expensive. Let's sleep outside instead.

**Stacy** Yes. Let's sleep on the sand. That's more exciting.

### Unit 29: Consonant Clusters

Adding the ending -s to a word often creates a consonant cluster: for example, *likes* (/ks/), *wants* (/nts/), *it's* (/ts/).

/s/ + a vowel: If the next word begins with a vowel sound, link the final /s/ clearly to the vowel.

/s/ + /s/: If the next word begins with /s/, say the two /s/ sounds as one long /s/. Do not say two separate /s/ sounds.

- Careful: Do not drop -s at the end of a word.

1 Listen and repeat. Link /s/ to the following vowel.

It's expensive.

Let's eat.

 **2** Listen and repeat. Pronounce the linked /s/ sounds as one long /s/.

Let's sit.

Let's sit on the sand.

Let's stay in a hotel.

Let's sleep outside.

## Grammar Connections

**1** Practice with a partner. Student A says a sentence on the left. Student B responds with a sentence from the right.

**A**

Let's sit in the sun.

Let's eat steak.

Let's stay in a hotel.

Let's spend all the money.

Let's swim in the ocean.

Let's see a movie on Sunday.

Let's ask Stacy.

Let's speak Spanish.

**B**

Let's sleep outside instead.

Let's swim in the pool instead.

Let's sit in the shade instead.

Let's ask Steve instead.

Let's speak English instead.

Let's save some money instead.


Let's study on Sunday instead.

Let's eat pizza instead.

 **2** Listen and check your answers.

## Reading and Writing

Work with a partner. Do you like to take risks or are you more cautious? Try this personality test for fun.

 **1** Listen. Notice the intonation in the question: rising on the first choice (before *or*) and falling on the second choice (after *or*).

**A** Would you rather sleep **outside** or stay in a hotel?

**B** Sleep outside.

**2** Interview your partner. For each question, give 1 point if your partner chooses the first item and 0 points if your partner chooses the second item. Then change roles. Begin your questions with this phrase:

Would you rather . . .

1. sleep outside or stay in a hotel?

2. spend money or save money?

3. play sports or watch sports?

4. drive fast or slowly?

5. be a movie star or a dentist?

6. go surfing or sit on the sand?

7. go swimming on Saturday morning or sleep late?

8. be silly or serious?

9. eat something spicy or sweet?

10. ask a question or answer a question?

11. do something exciting or relaxing?

**3** Add up your partner's points, and tell your partner the results.

**9–11 points:** You are very adventurous – maybe too adventurous? Slow down a little!

**5–8 points:** You like excitement, but you try to stay safe.

**1–4 points:** You are serious and cautious – maybe too cautious? Try relaxing a little!



## Spelling

The sound /s/ is usually written with the letter *s* or *c*. Add more examples below.

- s** sun, stop, yes, serious, \_\_\_\_\_
- ss** class, address, kiss, possible
- c** before *e*, *i*, or *y*: notice, cent, city, bicycle, \_\_\_\_\_
- se** house, horse, promise, close (adjective)

*Other spellings:*

- sc** science, scene, scissors, muscle
- x, xc** pronounced /ks/: six, expensive, next, exciting, excellent

Careful: The letter *s* is silent in these words: island, aisle.



## Common Expressions

 Listen and repeat these common expressions with the sound /s/.

Sorry.

Smile!

Let's see.

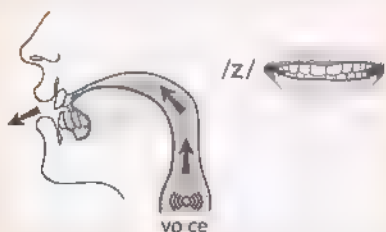
Sit still.

Speak slowly.

See you soon.

## /z/ • ZOO

-s Endings



Practice the sound /z/.  
Use your voice to say /z/.  
Listen and repeat: /z/.



### Word Pairs

1 Listen to these word pairs.

#### Sound 1: /s/



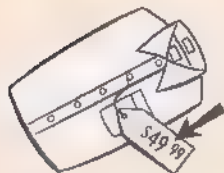
Sue



sip



bus



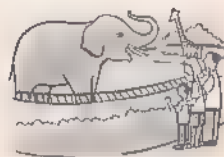
price



lacy

#### Sound 2: /z/

zoo



zip



buzz



prize



lazy



2 Listen again and repeat.

## B Test Yourself

1 Listen and circle the word you hear.

- |              |               |                  |
|--------------|---------------|------------------|
| 1. Sue / zoo | 3. bus / buzz | 5. price / prize |
| 2. C / Z     | 4. sip / zip  | 6. lacy / lazy   |

2 Listen to each sentence and circle the word you hear.

- Do you spell that with a (C / Z)?
- Do you hear a (bus / buzz)?
- (Sip / Zip) it slowly.
- He (races / raises) horses.
- What's the (price / prize)?
- She has blue (ice / eyes).

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

1 Four of these words do *not* have sound /z/. Work with a partner. Circle the words that do not have the sound /z/.

- |                |         |         |        |            |
|----------------|---------|---------|--------|------------|
| buzzing        | amazing | isn't   | case   | bees       |
| <u>hissing</u> | these   | there's | smells | says       |
| noise          | this    | does    | snakes | surprising |

2 Listen. Repeat the words and check your answers.

## D Dialog: Surprises in the post office

Zoe and Liz work at the post office. They are busy sorting packages.

1 Work with a partner. Read the dialog. Fill in the blanks with words from task C.

**Zoe** This box smells funny, Liz.

**Liz** There's something written on it.

**Zoe** What \_\_\_\_\_ it say?

**Liz** It \_\_\_\_\_: This contains six mice.

**Zoe** Yikes!

**Liz** Listen! What's in this sack?

**Zoe** It's making a strange \_\_\_\_\_ sound.



**Sack** Sssssssssss!

**Liz** Zoe! It sounds like snakes!

**Zoe** Oh, it does! I wonder what's in this case, Liz.

**Liz** It's making a \_\_\_\_\_ noise.

**Case** Zzzzzzzzzzzzz!

**Liz** \_\_\_\_\_ are bees!

**Zoe** A box of mice! And a sack of snakes! And a case of bees!

**Liz** This is very \_\_\_\_\_.


**Zoe** It's amazing. This \_\_\_\_\_ a post office, Liz. It's a zoo!

 **2** Listen to the dialog and check your answers.


## -s Endings

-s endings are used for plural nouns (*six bees*), third-person singular present tense verbs (*It smells funny*), possessives (*Zoe's house*), and contractions (*It's amazing*). All these endings follow the same pronunciation rules.

- The -s ending has three possible pronunciations: /s/, /z/, and /əz/.
- The pronunciation of the -s ending depends on the sound that comes before it in the word.

 **1** Listen and repeat these plural nouns.

cats	sports	dogs	animals	horses	surprises
snakes	stamps	bees	things	dishes	boxes

 **2** Listen to the pronunciation of the -s endings in these verbs. Write each verb in the correct column above.

likes	owns	laughs	loses
loves	washes	collects	knows
hates	wears	watches	says

 **3** Listen again. Repeat the words and check your answers to step 2.

#### 4 Complete these rules.

- The -s ending is pronounced as an extra syllable /əz/ after the sounds /s, z, ʃ, ʒ, tʃ, dʒ/.  
The -s ending is pronounced as the sound /\_\_\_\_/ after other sounds made using the voice (/b, d, g, v, ð, m, n, ŋ, l, r/, and vowels).
- The -s ending is pronounced as the sound /\_\_\_\_/ after other sounds made *without* using the voice (/p, t, k, f, θ/).

### 6 Conversation Practice

1 How well do you know your classmates? Who do you think fits each sentence? Write the person's name in the blank below.

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. _____ likes dogs.       | 7. _____ always loses things.   |
| 2. _____ hates snakes.     | 8. _____ never washes dishes.   |
| 3. _____ owns two pets.    | 9. _____ never watches sports.  |
| 4. _____ talks to animals. | 10. _____ knows a lot of jokes. |
| 5. _____ loves surprises.  | 11. _____ collects stamps.      |
| 6. _____ grows flowers.    | 12. _____ wears contact lenses. |

2 When everyone has filled in the blanks, ask questions to find out if you were right.

### 6 Spelling

The sound /z/ is usually spelled with the letter *z* or *s*. Add more examples below.

<b>z, zz, ze</b>	zoo, amazing, buzz, prize, _____
<b>s</b>	easy, always, does, things, _____
<b>se</b>	please, these, because, surprise, _____

Other spellings:

<b>ss</b>	dessert, scissors, possess
<b>x</b>	pronounced /gz/: example, exactly, exist

### 6 Listen and Repeat

🎧 Listen and repeat these common expressions with the sound /z/.

Please.	It wasn't easy.
Exactly!	Isn't it amazing?
Whose is it?	I was surprised.

## /ʃ/ • shoe

Linking Words with /ʃ/



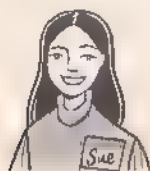
- Practice the sound /s/.  
Put the tip of your tongue up and back a little to make /s/.  
Push your lips forward a little into a circle.  
Listen and repeat: /ʃ/.



### Word Pairs

- 1 Listen to these word pairs.

Sound 1: /s/



Sue



seats



sell



sign



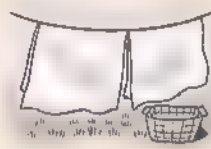
lease

Sound 2: /ʃ/

shoe



sheets



shell



shine



leash



- 2 Listen again and repeat.

## B Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

1. Are they (Sue's / shoes)?
2. We need more (seats / sheets) for the guests.
3. Could you (sign / shine) this, please?
4. Did you (sell / shell) all the peas?
5. I can't find the (lease / leash).
6. He needs to (save / shave) more.

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## E Vocabulary

- 1 Listen and repeat these words with the sound /ʃ/.

shake	shrink	push	finished
sure	shouldn't	English	washing machine
short	washes	Danish	information
shirts	special	Swedish	demonstration

- 2 Which letters have the sound /ʃ/ in these words? Give an example of each spelling.  
sh (shake) \_\_\_\_\_

## Task 1: Shopping for a washing machine

Shannon is shopping for a washing machine.

- 1 Work with a partner. Fill in the blanks with words from task C.

**Shannon** Do you sell washing machines?

**Salesman** Yes. We're having a special sale on this washing machine here.

**Shannon** Could you give me some \_\_\_\_\_ about it? Was it made in Denmark? The name looks Danish.

**Salesman** No, it's from Sweden. It's a \_\_\_\_\_ machine. Would you like a demonstration?

**Shannon** Sure. I'd like to see how it \_\_\_\_\_.



**Salesman** It's very simple to operate. I'll demonstrate. Here are some sheets and shirts. You put them in the machine, add soap, and shut the door. Then you just \_\_\_\_\_ this button.

**Shannon** The machine \_\_\_\_\_ shake like that, should it?


**Salesman** Washing machines always \_\_\_\_\_. (pause) Ah! It's \_\_\_\_\_.

**Shannon** But the sheets have shrunk. And look at how \_\_\_\_\_ these shirts are!

**Salesman** Oh, those are English sheets. English sheets always \_\_\_\_\_ a little. And those shirts were short before we washed them.

**Shannon** Well, I'm not \_\_\_\_\_. Could you show me another \_\_\_\_\_?

**Salesman** Certainly. But this is the only machine we have at the special sale price. (pause) We also have this dishwasher on sale. Would you like a \_\_\_\_\_?

 **2** Listen to the dialog and check your answers.

## Learning words with /f/

Words in a phrase are linked together.

**/f/ + /f/:** When /f/ at the end of a word comes before /f/ at the beginning of the next word, say one long /f/ sound. Do not say two separate /f/ sounds.

**/s/ or /z/ + /f/:** When the sound /s/ or /z/ comes before /f/, link the two sounds and pronounce them as one long /f/ sound.

 **1** Listen and repeat.

English sheets	/f/ + /f/
this shirt	/s/ + /f/
these shirts	/z/ + /f/
These shirts always shrink.	/z/ + /f/

**2** Practice with a partner. What is another way to say the phrases below? Use an adjective to describe the nationality. Ask and answer the question.

**Example:** **A** What do you call ships made in Denmark?

**B** Danish ships.

- |                           |                          |
|---------------------------|--------------------------|
| 1. ships made in Denmark? | 5. sugar from Turkey?    |
| 2. shoes made in Spain?   | 6. shirts from China?    |
| 3. shells found in Japan? | 7. sheep from Poland?    |
| 4. shampoo from Sweden?   | 8. shops in Switzerland? |

 **3** Listen. Repeat the phrases and check your answers.

## Tongue Twisters

Tongue twisters are hard to say, even for native speakers. Here is a famous English tongue twister that uses the sounds /s/ and /ʃ/.

She sells seashells by the seashore.

Make up your own tongue twister using the sound /ʃ/ and practice saying it quickly.

*Example:* She sold six Swedish sheep.

Sheela's shop sells Irish socks.

## Spelling

The sound /ʃ/ is usually spelled *sh*, especially at the beginning or end of a word. Add more examples below.

**sh** show, should, finished, English, \_\_\_\_\_

In unstressed endings, the sound /ʃ/ often has one of these spellings:

**ti** information, demonstration, conversation, initial

**ci** special, especially, delicious, musician

**ssi** discussion, profession, Russia

*Unusual spellings:* sure, sugar, tissue, pressure, machine, champagne, Chicago, ocean

## Common Expressions

 Listen and repeat these common expressions with the sound /ʃ/.

**Shhhh!**

I'm not sure.

Are you finished?

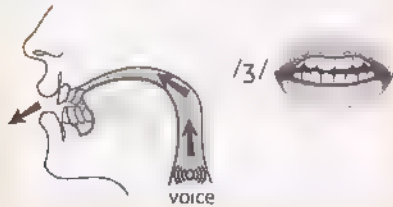
I'm going **sh**opping.

What **sh**ould I do?

I need some information.

# /3/ • television

Stress in Words with *-ion*



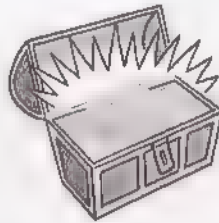
Practice the sound /3/.  
Use your voice to say /3/.  
Listen and repeat: /3/.

## A Vocabulary

1 Listen and repeat these words with the sound /3/.



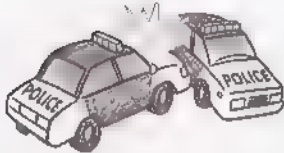
measure



treasure



leisure



collision



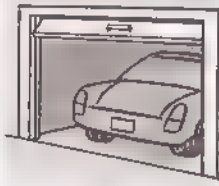
television



Asia



casual clothes



garage



decision

 **2** Listen and repeat the names of these television shows.

### Television Tonight on the Leisure Channel

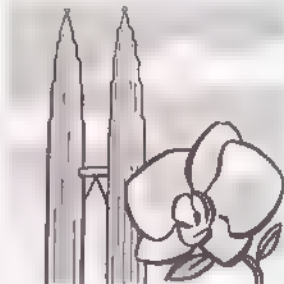
6:00 PM	It's a Pleasure Special guest: the author of <i>Decisions, Decisions</i>
6:30 PM	What's the Occasion?
7:00 PM	Movie: <i>Treasure Island</i>
9:00 PM	News: An unusual collision
9:30 PM	Casual Chic
10:00 PM	Trash to Treasure
10:30 PM	Measure Twice
11:00 PM	Destination: Asia
12:00 PM	Movie: <i>Invasion of the Martians</i>

**3** Work with a partner. Match the pictures with the correct television programs.

*Example: 1. What's the Occasion?*



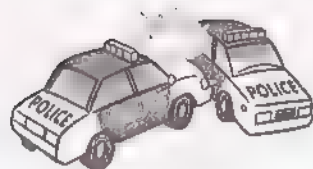
1.



2.



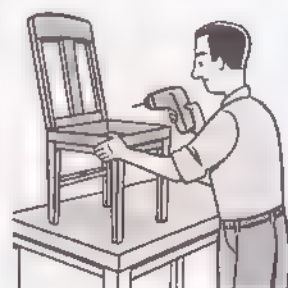
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4.



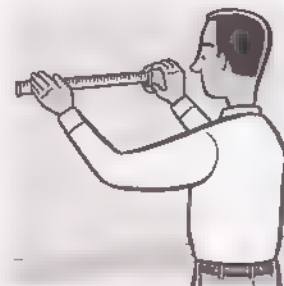
5.



6.



7.



8.



9.

The announcer is talking about the television schedule for tonight.

🎧 Cover the TV announcement and listen. Check your answers to step 3 in task A.

**Announcer** Coming up next, on the Leisure Channel, the talk show *It's a Pleasure*. Tonight's special guest is the author of *Decisions, Decisions*, the book that shows you how to make the best choices.

Then stay tuned for *What's the Occasion?*, at 6:30. Planning a party? *What's the Occasion?* will show you how to make any occasion special.

At seven o'clock, be sure to watch the classic movie, *Treasure Island* – for action, adventure, and, of course, treasure!

On the nine o'clock news, find out about an unusual collision and other top news stories.

At 9:30, *Casual Chic* will feature some special clothes for casual occasions.

And at 10 o'clock, *Trash to Treasure* will show you how to make old furniture look fresh and new.

If you have trouble finding space in your garage for your car, don't miss *Measure Twice*, at 10:30. This week's project: organizing the garage.

At 11 o'clock, join *Destination: Asia* for a leisurely trip to Malaysia and Indonesia.

But don't go to sleep yet! Our midnight movie tonight is *Invasion of the Martians*.

And now here's the news . . .

- Words ending in *-ion* have strong stress on the syllable before the *-ion* (exception: **television**).
- The sound /d/ at the end of some verbs changes to /z/ when *-ion* is added to make a noun.

🎧 1 Listen and repeat.

invade – invasion  
decide – decision  
divide – division


explode – explosion  
collide – collision

**2** Fill in the blanks with an *-ion* noun related to the underlined verb.

1. There was an unusual \_\_\_\_\_ tonight on Division Street. Two police cars collided as they chased a speeding car. The speeding car escaped.
2. The city treasurer has decided to leave his job. He did not give a reason for his \_\_\_\_\_.
3. There was an \_\_\_\_\_ in a garage on Leisure Road. A gas tank exploded when someone lit a match. Fortunately, no one was injured.

 **3** Listen and check your answers.

## Survey

 **1** The word *usually* is often pronounced as three syllables. Listen and repeat.  
usually – /yuw • ʒə • liy/

**2** Practice in a group of three or four people. Take turns completing each sentence below. Each person should complete the sentence in a different way. Use your own phrases.

*Example:* **A** I usually watch television in the evening.

**B** I usually watch television in the living room.

**C** I usually watch television while I eat dinner.

- |                                     |  |
|-------------------------------------|--|
| 1. I usually watch television . . . | 5. I usually wear casual clothes . . .         |
| 2. I usually use a computer . . .   | 6. On Saturday, I usually . . .                |
| 3. I usually listen to music . . .  | 7. In my leisure time, I usually . . .         |
| 4. I usually read . . .             | 8. I usually celebrate special occasions . . . |

## Spelling

The sound /ʒ/ is usually spelled with the letters *s* or *ge*. Add more examples below.

**s** usually, measure, Asia, decision, \_\_\_\_\_

**ge** garage, beige

*Unusual spelling:* seizure

## Common Expressions

 Listen and repeat these common expressions with the sound /ʒ/.

Thank you. My pleasure.

What's on television?

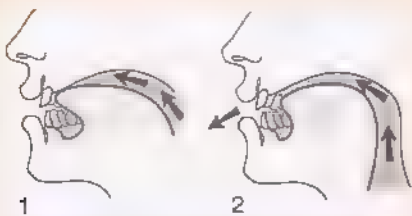
What's your decision?

Is it a special occasion?

I usually wear casual clothes.

# /tʃ/ • chips

Silent Syllables



Practice the sounds /t/ and /ʃ/.  
To say /tʃ/, begin to make /t/.  
Then move your tongue back and away from the  
roof of your mouth as you say /ʃ/.  
Do not use your voice.  
Listen and repeat: /tʃ/.



## Word Pairs

1 Listen to these word pairs.

Sound 1: /f/

Sound 2: /tʃ/



shop

chop



sheep

cheap



ships

chips



cash

catch



wash

watch



2 Listen again and repeat.

## Test Yourself

1 Listen and circle the word you hear.

- |                  |                        |                  |
|------------------|------------------------|------------------|
| 1. sheep / cheap | 3. shopping / chopping | 5. cash / catch  |
| 2. ships / chips | 4. wash / watch        | 6. shows / chose |

2 Listen to each sentence and circle the word you hear.

- I don't like (ships / chips).
- Are those (sheep / cheap)?
- He (shows / chose) a lot of paintings.
- I've done all the (shopping / chopping) for dinner.
- Could you (wash / watch) the car for me?
- I tried to (cash / catch) the check.

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

1 Listen and repeat the names of these foods.

cheese  
chicken  
chips

cherries  
chocolate  
a chili pepper

artichokes  
spinach  
a sandwich

2 Work with a partner. Match the pictures with the words in step 1.

1.



2.



3.



4.



5.



6.



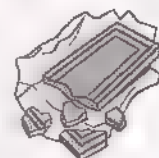
7.



8.



9.



## Dialog: Cooking show

Every day, Charles interviews a different chef on his cooking show, Lunch with a Chef. Today he is interviewing Rachel Richard.

1 Listen to the dialog. Then answer the questions.

- Which foods in task C do Rachel and Charles talk about?
- What is Rachel's favorite food?
- Which food is in all three dishes she is going to make?



**2** Listen again and read the dialog. Check your answers to step 1.

**Charles** Hello, everyone! You're watching *Lunch with a Chef*. Today Rachel Richard, the chef at Artichoke Café, will be making lunch in our kitchen. Welcome, Rachel!

**Rachel** Thank you, Charles.

**Charles** For lunch today, Rachel will make three dishes from her restaurant, Artichoke Café. Rachel, tell us about the dishes you've chosen for the show.

**Rachel** Well, Charles, I'll be making spinach and artichoke dip, stuffed artichokes, and chicken with –

**Charles** Artichokes?

**Rachel** Naturally!

**Charles** I guess artichokes are your favorite food?

**Rachel** Actually, my favorite food is chocolate! But artichokes *are* my favorite vegetable.

**Charles** So, Rachel, which dish will you start with?

**Rachel** The spinach and artichoke dip.

**Charles** What goes into that – besides spinach and artichokes, of course? What makes your dip so rich and creamy?

**Rachel** Well, I use a mixture of cream cheese and cheddar cheese.

**Charles** Interesting. Anything else?


**Rachel** Yes, some chili pepper – either a fresh chili or chili powder.

**Charles** How much chili powder?

**Rachel** Oh, not too much chili powder – just a pinch.

**Charles** Mm, it sounds delicious! We'll be back after these commercials with two more special dishes from Artichoke Café!

Some words have syllables that are not usually pronounced.

 **1** Listen. How many syllables does each word have? Write the number of syllables in the space.

1. chocolate       2  

6. vegetable           

2. interesting           

7. favorite           

3. special           


8. everyone           

4. temperature           

9. naturally           

5. delicious           

10. commercials           

 **2** Listen again. Repeat the words and check your answers. Be careful not to add any extra syllables when you say the words.

**3** Which words have the sound /tʃ/?



## Discussion

Practice in a group of three to five people. Imagine that you are having guests for dinner. Plan the meal you will serve. Each dish should include a food that has the /ʃ/ or /tʃ/ sound in it

*Example:* **A** First, we'll serve chips and salsa.

**B** For the main course, we'll have chicken with mushroom sauce, mashed potatoes, and spinach.

**C** Then for dessert we'll have cherry pie.



## Spelling

The sound /tʃ/ is usually spelled with the letters *ch* or *tch*. Add more examples below.

**ch** choose, chicken, teacher, which, \_\_\_\_\_

**tch** kitchen, watch, catch, match

*Other spellings:*

**t** before *u*: picture, naturally, \_\_\_\_\_

**ti** after *s*: question, suggestion



## Common Expressions



Listen and repeat these common expressions with the sound /tʃ/.

How **much** is it?

Cash or **charge**?

Any **questions**?

He's an English **teacher**.

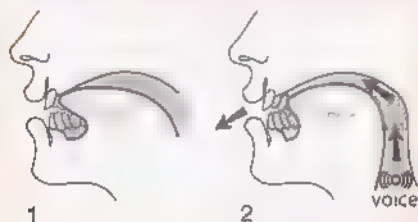
I'll have a **cheese sandwich**.

**Which** one did you **choose**?

# UNIT 34

## /dʒ/ • joke

Didja (*did you*); Wouldja (*would you*);  
Didncha (*didn't you*); Doncha (*don't you*)



Practice the sound /tʃ/.  
Use your voice to say /dʒ/.  
Listen and repeat: /dʒ/.

### A Word Pairs

1 Listen to these word pairs.

Sound 1: /tʃ/

Sound 2: /dʒ/



cheap

jeep



choke

joke



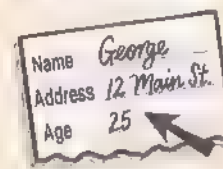
cheers

jeers



H

age



batch

badge



2 Listen again and repeat.

## Test Yourself

 **1** Listen and circle the word you hear.

- |                 |                   |                  |
|-----------------|-------------------|------------------|
| 1. choke / joke | 3. cheap / jeep   | 5. batch / badge |
| 2. cheer / jeer | 4. cherry / Jerry | 6. H's / ages    |

 **2** Listen to each sentence and circle the word you hear.

1. I was (choking / joking).
2. The crowd (cheered / jeered).
3. They didn't say their (H's / ages).
4. Do you need another (batch / badge)?
5. The car was (cheap / a jeep).
6. Are those (cherries / Jerry's)?

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

 **1** Listen and repeat these words with the sound /dʒ/.

job	German	subjects	college	management
joking	major	psychology	knowledge	individuals
July	enjoys	graduated	change	
Japanese	agency	languages	challenge	

**2** Complete the rule.

The sound /dʒ/ can be spelled with the letter *j* or with the letter \_\_\_\_\_ before *e* or the letter \_\_\_\_\_ before *u*.

## Challenge Yourself

*Jess is looking for a job.*

**1** Work with a partner. Read the dialog. Fill in the blanks with words from task C.

**George** Did you call about the job?

**Jess** Which job?

**George** The job managing the travel \_\_\_\_\_ agency \_\_\_\_\_.

**Jess** Oh, that job. Yes, I did.

**George** What did you find out?

**Jess** They want someone who graduated from \_\_\_\_\_.

**George** Well, you just \_\_\_\_\_ in June.

**Jess** They're looking for someone who majored in business management.

**Job Application**

Name \_\_\_\_\_

Address \_\_\_\_\_

Education \_\_\_\_\_

Experience \_\_\_\_\_

**George** Didn't you major in management before you changed your major to psychology?

**Jess** Actually, I didn't change majors. I had a double major – I majored in management and \_\_\_\_\_.

**George** If you get the \_\_\_\_\_, would you arrange travel for individuals? Or would you just do group tour packages?

**Jess** Oh, I'd make all kinds of travel arrangements. They want someone who's energetic and \_\_\_\_\_ challenges.

**George** Anyone who majors in two subjects enjoys a challenge!

**Jess** And they want someone with a \_\_\_\_\_ of foreign languages.

**George** You speak \_\_\_\_\_, don't you?

**Jess** Yes. And a little German.

**George** So, did you arrange for an interview?

**Jess** Yes, for \_\_\_\_\_ 6<sup>th</sup>.

**George** July 6<sup>th</sup>? Are you \_\_\_\_\_? That was yesterday!

**Jess** I'm not joking. I had the interview and I got the job!

**George** Hey, congratulations! Why didn't you tell me?

 **2** Listen to the dialog and check your answers.

 **Doncha** (don't you)

In relaxed speech, the sounds /d/ and /t/ are sometimes blended with /y/ to make a different sound.

- /d/ + /y/: The sound /d/ at the end of a word can be blended with the sound /y/ at the beginning of the next word to make the sound /ɔ̃/.

- /t/ + /y/: The sound /t/ at the end of a word can be blended with the sound /y/ at the beginning of the next word to make the sound /t̃/.

 **1** Listen and repeat these phrases with the sound /ɔ̃/.

did you      Did you call about the job?

/ɔ̃/      What did you find out?

would you      Would you arrange travel?

/ɔ̃/

 **2** Listen and repeat these phrases with the sound /t̃/.

didn't you      Why didn't you tell me?

/t̃/      Didn't you major in management?

don't you      Don't you speak Japanese?

/t̃/

## Scrambled Conversations

- 1** Practice with a partner. Student A asks a question on the left. Student B responds with a sentence from the right.

**A**

Why don't you tell me about yourself?  
Where did you go to college?  
When did you graduate?  
What did you major in?  
What subjects did you enjoy in school?  
What would your dream job be?  
What didn't you like about your last job?  
Could you start on July 8<sup>th</sup>?

**B**

Engineering.  
Yes, I could.  
What would you like to know?  
It wasn't challenging enough.  
Managing a travel agency.  
In June.  
In Japan.  
My favorite subjects were biology and gym.

-  **2** Listen and check your answers.

## Role-Play

Practice in a group of two or three people. Imagine that you are at a job interview. One person wants the job. The other person or people ask questions. Use ideas from task F or your own ideas.

## Spelling

The sound /dʒ/ is usually spelled with the letter *j* or *g*. Add more examples below.

**j** job, joke, enjoy, subject, \_\_\_\_\_

**g** before *e*, *i*, or *y*: college, agency, original, psychology, \_\_\_\_\_

**dge** bridge, knowledge, judge

*Other spelling:*

**d** before *u*: graduuate, individuual, educatuion

## Common Expressions

-  Listen and repeat these common expressions with the sound /dʒ/.

I was just joking.

When did you graduate from college?

What did you major in?

Did you get the job?

Would you like some orange juice?

You need a college education.

# Review

/s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/



## Test Yourself

- 1 Listen and circle the word you hear. You can use a dictionary if you like, but you don't have to understand every word to do this.

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. sheep / cheap / jeep   | 7. sip / zip / ship / chip       |
| 2. sack / Zack / shack    | 8. C / Z / she / G               |
| 3. mass / mash / match    | 9. sue / zoo / shoe / chew       |
| 4. bus / buzz / budge     | 10. ace / A's / H / age          |
| 5. base / bays / beige    | 11. Mars / marsh / March / Marge |
| 6. races / raises / rages | 12. bass / bash / batch / badge  |



## Vocabulary

- 1 Write each word in the correct column of the table below. Some words may belong in two columns.

cheese	should	wash	machines
six	gym	watch	exercise
seven	television	shopping	vegetable
lazy	sleepy	change	delicious

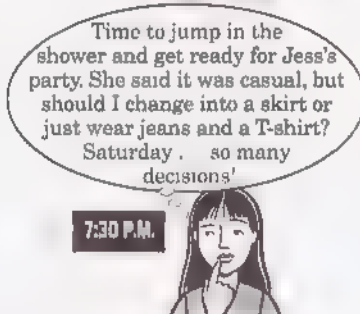
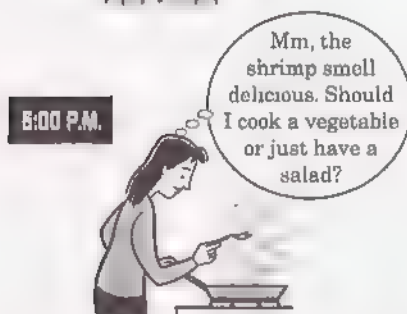
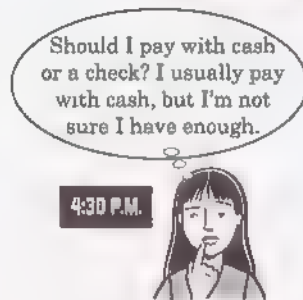
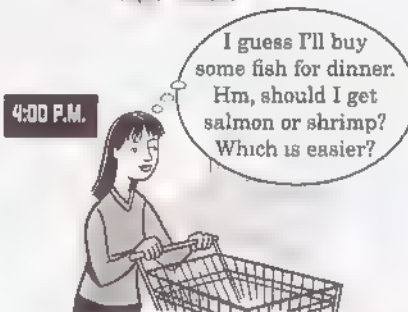
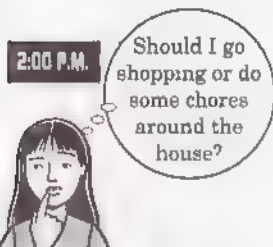
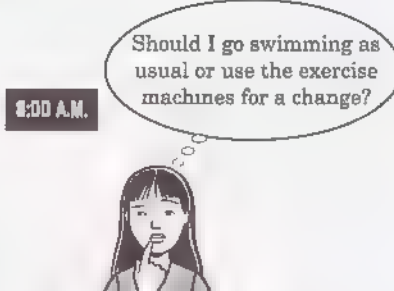
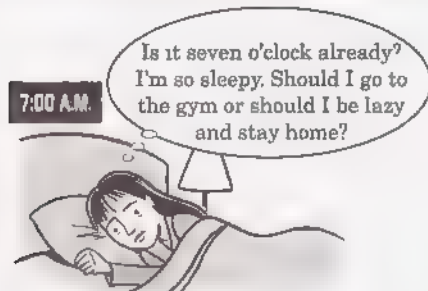
/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/
cheese				cheese	

- 2 Listen. Repeat the words and check your answers.

## Thoughts: Saturday decisions

It's Saturday, and Susan is thinking about what she should do.

1 Cover the thought bubbles and listen.



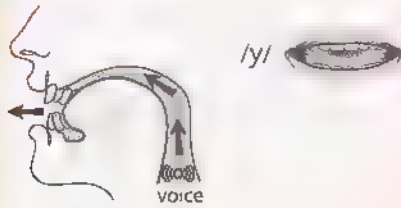
2 Read the thought bubbles. Then write questions with *or* showing some of the choices you think about on Saturday or another day off. Read your questions aloud. Remember to use rising intonation on the first choice (before *or*) and falling intonation on the last choice (after *or*).

Circle the -s ending in each line that does not have the same sound as the others.

- |           |         |                |         |
|-----------|---------|----------------|---------|
| 1. enjoys | wears   | <u>watches</u> | sings   |
| 2. hates  | likes   | laughs         | loses   |
| 3. Liz's  | Steve's | George's       | Jess's  |
| 4. dogs   | horses  | bees           | flowers |
| 5. jokes  | boxes   | glasses        | dishes  |
| 6. he's   | she's   | it's           | there's |

# /y/ • yes

Useta (used to)



Practice the sound /y/.  
To say /y/, begin to make /iy/, but *quickly* move your tongue to make the next sound.  
Do not touch the roof of your mouth with your tongue.  
Listen and repeat: /y/.



## Word Pairs

1 Listen to these word pairs.

### Sound 1: /ɔʒ/



joke



jam



jail



jeers



Jess

### Sound 2: /y/

yolk



yam



Yale



years



yes



2 Listen again and repeat.

## 8 Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

1. Their son went to (jail / Yale).
2. Did you taste the (jam / yam)?
3. I didn't get the (joke / yolk).
4. I don't like (Jell-O / yellow).
5. What (juice / use) is that?
6. (Jess / Yes), let's go.

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## 9 Vocabulary

- 1 Listen and repeat these words with the sound /y/.

young	New York	computer	familiar
yesterday	California	a few	peculiar
yoga	music	huge	university
yellow	musician	future	millionaire

- 2 Which letters have the sound /y/ in these words? Give an example of each spelling y (young)

## 10 Reading & Vocabulary

*Jack and Yoko used to live in New York, but they don't live there now.*

- 1 Read the dialog on the next page as you listen. If you hear a word that is different from the word in your book, correct the word. Use the words in task C. There are 12 words to correct. The first one has been done for you.



familiar

**Yoko** Excuse me. You look ~~peculiar~~. Did you use to live in New York?

**Jack** Yes.

**Yoko** Did you use to work at NYU?

**Jack** Yes. I taught yoga there for two years.

**Yoko** Did you know Hugo Young? He was a yoga student.

**Jack** Hugo Young? Did he use to drive a huge jeep?

**Yoko** Yes, he did. And he used to play the piano with a jazz group at the university.

**Jack** Oh, yeah, I remember Hugo. A lot of people thought he was a little . . . uh . . . young.

Do you know what he's doing now?

**Yoko** Yes. He lives in Europe, and he's a musician.

**Jack** A millionaire? As a jazz musician?

**Yoko** Oh, no. He's an executive with a familiar computer company. I just saw an interview with him on TV last year. They were asking his opinion about unusual uses for computers.

**Jack** Well! I guess people don't find him young anymore!

**2** Listen again and check your answers.

## **Useta** (*used to*)

*Used to* (or *use to* in questions and negatives) shows that something was true in the past but is not true now.

- *Used to* and *use to* are pronounced the same.

The words are linked together and pronounced /yuwsta/ ("usetā").

 Listen and repeat.

used to

He used to play the piano.

Did you use to live in New York?



## Conversation Practice

- 1 Find people in your class who fit the sentences. Walk around the classroom. Ask this question:

When you were younger, did you use to . . . ?

- 2 If a person answers “yes,” write the person’s name in the blank. Use each person’s name only once.

*Example:* **A** When you were younger, did you use to wear a uniform to school?

**B** Yes, I did. / No, I didn’t.

1. \_\_\_\_\_ used to wear a uniform to school.
2. \_\_\_\_\_ used to argue with his/her brothers or sisters.
3. \_\_\_\_\_ used to play the piano.
4. \_\_\_\_\_ used to do yoga.
5. \_\_\_\_\_ used to use a computer for homework.
6. \_\_\_\_\_ used to have very long hair.
7. \_\_\_\_\_ used to have an unusual job.
8. \_\_\_\_\_ used to dislike popular music.
9. \_\_\_\_\_ used to like telling jokes.



## Spelling

The sound /y/ is usually spelled with the letter *y*. The sound /y/ is also often part of the pronunciation of the spelling *u*. Add more examples below.

**y** you, yesterday, young, yellow, \_\_\_\_\_

**u** pronounced /yuw/: use, usually, university, computer, music, future, excuse, argue, huge, January

*Other spellings:*

**i** after *n* or *l*: opinion, Caliifornia, familiar, million

**ew, iew, eu** pronounced /yuw/: few, view, interwiew, Europe

*Unusual spelling:* beautiful



## Common Expressions

- Listen and repeat these common expressions with the sound /y/.

Yes, \***I** am.

Can I **u**se your computer?

Do you listen to popular **m**usic?

a **f**ew years.

Where did **y**ou use to live?

the **E**uropean Union

\*Use the /y/ sound in /ay/ to link the two vowels here together.

# /f/ • fan

## Intonation in Long Sentences



- Touch your top teeth with your bottom lip.  
Blow out air between your lip and teeth.  
Do not use your voice.  
Listen and repeat: /f/.



## Word Pairs

- 1 Listen to these word pairs.

### Sound 1: /p/



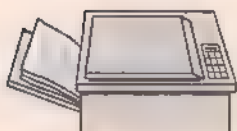
pan



pull



peel



copy



cup

### Sound 2: /f/

fan



full



feel



coffee



cuff



- 2 Listen again and repeat.

## 8 Test Yourself

1 Listen and circle the word you hear.

- |                |                |                  |
|----------------|----------------|------------------|
| 1. pan / fan   | 3. pull / full | 5. copy / coffee |
| 2. peel / feel | 4. cup / cuff  | 6. past / fast   |

2 Listen to each sentence and circle the word you hear.

1. The sign said ("Pull" / "Full").
2. Is that an electric (pan / fan)?
3. (Peel / Feel) this orange.
4. They walked (past / fast).
5. The (copy / coffee) machine is broken.
6. Are the (cups / cuffs) clean?

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

1 Listen and repeat these words with the sound /f/.

funny	front	prefer	myself
form	family	cheerful	if
first	February	photographs	laugh
phone	difficult	photographer	enough

2 Which letters have the sound /f/ in these words? Give an example of each spelling f (funny).

## Dialog: Family photo

*Fred and Faith and their two children, Frankie and Sophie, are at a photographer's studio.*



1 Work with a partner. Fill in the blanks with words from task C.

**Fred** I'd like a photo of myself and my family.

**Photographer** Fill out this \_\_\_\_\_, please. What size \_\_\_\_\_ would you prefer – 4×6 or 5×7?

**Fred** If there isn't a big difference in price, I'd \_\_\_\_\_ the 5×7.

**Photographer** We're offering a special this week. \_\_\_\_\_ you pay for four photos, you get the fifth one free.

**Fred** (*filling out the form*) Sounds fine.

**Frankie** Sophie stepped on my foot!

**Sophie** Frankie stepped on my foot \_\_\_\_\_.

**Faith** Stop fighting!

**Photographer** Can the four of you sit on this sofa, please?

**Sophie** I can't fit. Frankie's taking up the whole sofa!

**Frankie** Am not! Your head is in \_\_\_\_\_ of my face.

**Fred** That's \_\_\_\_\_! If you two don't stop fighting, we'll never get finished.

**Photographer** Are you comfortable now?

*(Frankie and Sophie frown.)*

**Photographer** Mr. and Mrs. Freeman, try to laugh.

**Faith** That's difficult. If you say something \_\_\_\_\_, I'll laugh.


**Photographer** Frankie and Sophie, look \_\_\_\_\_ and friendly!

*(Fred and Faith laugh.)*

**Photographer** Perfect!

**Fred** Will the photographs be ready by \_\_\_\_\_ first?

**Photographer** Definitely. If you don't hear from us by Friday, \_\_\_\_\_ my office.

 **2** Listen to the dialog and check your answers.

## Intonation: Sentences

Long sentences often have more than one change in intonation.

- There is a short pause between main ideas.
- The intonation at the end of the first idea either rises a little \_\_\_\_\_ on the most important word or jumps up and falls a little \_\_\_\_\_.
- At the end of the sentence, the intonation jumps up on the most important word and falls to a low note. This shows that the sentence is finished.

 Listen and repeat.

If you don't stop **fighting**, we'll **never** get finished.

If you say something **funny**, I'll **laugh**.

If you don't hear from us by **Friday**, phone my **office**.



## Listening Comprehension

- 1 Work with a partner. Match phrases from the left column with phrases from the right column to make sentences.

If you need help,	I often laugh.
If you're finished,	you'll feel better.
If I'm free on Friday,	don't forget to buy fish.
If I have enough money,	ask your father.
If I drink coffee after dinner,	you can't watch TV.
If I feel nervous,	I'll go to my friend's party.
If you forget the phone number,	feel free to leave.
If you go shopping for food,	I can't fall asleep.
If you get some fresh air,	I'll go to France.
If you don't finish your homework,	call 555-1212.

- 2 Listen and check your answers.

- 3 Choose three phrases from the left column. Use your own words to complete the three sentences.



## Spelling

The sound /f/ is usually spelled with the letter *f*. Add more examples below.

**f** first, funny, before, \_\_\_\_\_

**ff** off, office, difficult, \_\_\_\_\_

Other spellings:

**ph** telephone, photograph, alphabet

**gh** laugh, enough, cough



## Common Expressions

- 1 Listen and repeat these common expressions with the sound /f/.

Don't forget.

Have fun!

How do you feel? I feel fine.

Is it far from here?

It's five after four.

Fill out this form.

## /v/ • very

Weak and Strong Pronunciations of *have*

Practice the sound /f/.  
Use your voice to say /v/.  
Listen and repeat: /v/.



## Word Pairs 1

1 Listen to these word pairs.

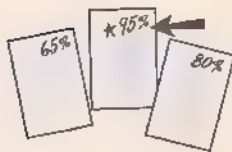
Sound 1: /b/



ban



B



best



boat



cabs

Sound 2: /v/

van



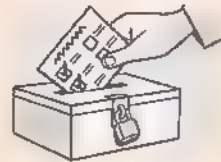
V



vest



vote



calves



2 Listen again and repeat.

## Word Pairs 2

 **1** Listen to these word pairs.

**Sound 1: /f/**



fan



fine



few



leaf

**Sound 2: /v/**

van



vine



view



leave



**2** Listen again and repeat.

## Test Yourself

 **1** Listen and circle the word you hear.

1. boat / vote


3. fine / vine

5. belief / believe

2. cabs / calves

4. leaf / leave

6. ban / fan / van

 **2** Listen to each sentence and circle the word you hear.

1. One person – one (boat / vote).

2. I want to get the (best / vest).

3. This room has a (few / view).

4. Do you want (a leaf / to leave)?

5. We use our (fan / van) in the summer.

6. We saw two (cabs / calves) on the road.

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

1 Listen and repeat these words with the sound /v/.

very	visit	river	five
valley	November	living	moved
view	favorite	love	traveled

2 Describe the picture. Use as many words as possible with the sound /v/.



## Dialog: A View From A Valley

*Vivian is visiting Victor at his house in the mountains.*

1 Work with a partner. Read the dialog and circle the correct words in parentheses.

**Vivian** How long (did you live / have you lived) here?

**Victor** Five and a half years. (We moved / We've moved) here on November first.

**Vivian** You have a fantastic view.

**Victor** Thanks. Look, Vivian, you can see the river down in the valley.

**Vivian** It's a beautiful view. (I traveled / I've traveled) all over, and this is one of my very favorite places.

**Victor** Yes, (I love / I've loved) living here.

**Vivian** And (I love / I've loved) visiting!

2 Listen to the dialog and check your answers.

The word *have* usually has a weak pronunciation when it is used with another verb: *How long have you lived here?*

Link the weak pronunciation of *have* to the word before it.

*Have* is usually contracted after a pronoun (*I've, you've, etc.*).

When *have* is used without another verb, it has a stronger pronunciation.

- 1 Listen and repeat the weak pronunciation. The word *have* sounds like *əv* in this question.

How long <sup>/əv/</sup> have you lived here?

- 2 Listen and repeat the contracted form.

I've lived here for five years.

- 3 Listen and repeat. The word *have* has a stronger pronunciation in these two sentences.

You have a fantastic view.

Yes, I have.

## Communicative Practice

- 1 Practice with a partner. Use the words below to make questions with *have*. Then take turns asking and answering the questions.

*Example:* A How long have you lived here?

B I've lived here for a year and a half.

- How long ... lived here?
- ... a house or an apartment?
- ... a good view from your house?
- ... lived in a lot of places?
- ... traveled a lot?
- How many countries ... visited?

2 Work with your partner to write a conversation. Use ideas from the dialog on page 145 or your own ideas.

3 Practice your conversation.

## Spelling


The sound /v/ is usually spelled with the letter *v*. Add more examples below.

**v** very, visit, river, have, love, \_\_\_\_\_

*Unusual spelling:* ofv

Careful: Words ending with the sound /v/ always add the letter *e* in the spelling. English words do not end in the letter *v*.

## Common Expressions

 Listen and repeat these common expressions with the sound /v/.

I don't believe it.

It's very expensive.

How long have you lived here?

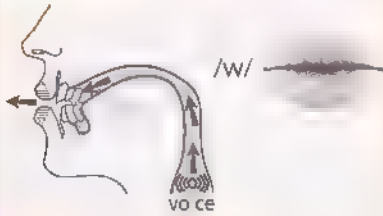
I've lived here for five years.

Have you ever been there?

I've never been there.

# /w/ - wet

Wh- Questions with Rising Intonation



Practice the sound /uw/.  
Make your lips round and hard for /w/.  
Quickly relax your lips.  
Listen and repeat: /w/.



## Word Pairs

1 Listen to these word pairs.

### Sound 1: /v/



v



vet



vest



vine



veil

### Sound 2: /w/

we



wet



west



wine



whale



2 Listen again and repeat.

## Test Yourself

- 1 Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

1. Does this say ("V" / "we")?
2. Look for it in the (vest / west).
3. What kind of (vine / wine) is this?
4. The (veils / whales) were gray.
5. The other book was (verse / worse).
6. I think she's (a vet / wet).

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

- 1 Listen. How many /w/ sounds do you hear in each phrase?

<u>2</u> a heavy wool sweater	_____ around one
_____ very windy	_____ saw him on Wednesday
_____ went for a walk	_____ twelve
_____ near the highway	_____ it was very quiet
_____ the whole day	_____ walking in the woods
_____ watched the squirrels	_____ we walked quickly

- 2 Listen again. Repeat the phrases and check your answers.

*Wendy went for a walk with William. She is telling her friend Valerie about it.*

- 1 Work with a partner. Read the dialog on pages 149 and 150. Fill in the blanks with phrases from task C.

**Valerie** What's happening with William? Did you see him this week?

**Wendy** Yeah. I saw him on Wednesday. We went for a walk.

**Valerie** What did you do?

**Wendy** I said we \_\_\_\_\_.

**Valerie** Where did you walk?

**Wendy** In the woods.

**Valerie** Where?



**Wendy** In the woods. You know, the woods \_\_\_\_\_.

**Valerie** Wasn't it cold and wet on Wednesday?

**Wendy** Well, it was cold and \_\_\_\_\_, but not wet. I wore \_\_\_\_\_, and \_\_\_\_\_ to keep warm.

**Valerie** I love \_\_\_\_\_. It's so peaceful and quiet.

**Wendy** Yeah, \_\_\_\_\_ once we got away from the highway. There were birds and squirrels everywhere.

**Valerie** Wow, it sounds wonderful. Did you spend \_\_\_\_\_ in the woods?

**Wendy** No. William had to work in the afternoon. I went home \_\_\_\_\_.

**Valerie** What did you do for lunch?

**Wendy** We brought sandwiches with us. We stopped for lunch around \_\_\_\_\_, and we sat and \_\_\_\_\_ for a while, but it was too windy to sit long.

**Valerie** Well, it sounds like a very nice walk, anyway.

**Wendy** It was.


 **2** Listen to the dialog and check your answers.



*Wh-* questions (questions with *Who? What? Where? When? Why? How?*) usually end with falling intonation, but they can also end with rising intonation.

Use a *Wh-* question with falling intonation ( ) to ask for new information. In falling intonation, the voice jumps up on the most important word and then goes down at the end.

You can use a *Wh-* question with rising intonation ( ) if you aren't sure what someone said and you want the person to repeat it. In rising intonation, the voice goes up at the end.

 **1** Listen. Speaker B is asking for new information.

**A** Wendy saw William this week.

**B** When did she see him?

**A** On Wednesday.

 **2** Listen. Speaker B is asking A to repeat.



**A** Wendy saw William this week.

**B** When did she see him?

**A** This week.



## Conversation Practice

1 Work with a partner. Read the conversation below. Draw an arrow after each of Speaker B's *Wh-* questions to show whether it should have rising intonation (  ) or falling (  ) intonation.

A I'm going to a wedding  
this weekend.

B What? 

A I'm going to a wedding.

B Who's getting married? \_\_\_\_\_

A Willa.

B Who? \_\_\_\_\_

A Willa – a woman I work with.

B When did you say the wedding was? \_\_\_\_\_

A This weekend.

B When? \_\_\_\_\_

A Sunday at twelve.

B What are you going to wear? \_\_\_\_\_

A A black-and-white wool suit.

2 Listen to the conversation and check your answers. Then practice the conversation with your partner.



## Spelling

The sound /w/ is usually spelled with the letter *w*. Add more examples below.

**w** walk, woods, wear, would, \_\_\_\_\_

*Other spellings:*

**wh** what, when, while, everywhere, \_\_\_\_\_

**u** after the letter *q* and sometimes after the letter *g* or *s*: quiet, question, squirrel, language, persuade

**o** one, once, everyone

Careful: The letter *w* is silent in these words: write, wrong, wrist, answer, two, who, whole.



## Common Expressions

Listen and repeat these common expressions with the sound /w/.

You're welcome.

Don't worry.

What would you like?

Where do you work?

What languages do you speak?

The class meets once a week.

# /h/ how

Dropped /h/; Intonation in Exclamations



- Open your mouth.  
Quickly push out a lot of air.  
Do not use your voice.  
Do not touch the roof of your mouth with your tongue.  
Listen and repeat: /h/.



## Word Pairs

- 1 Listen to these word pairs.

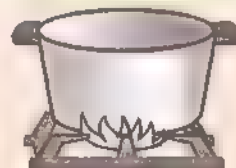
Sound 1: (no /h/)

Sound 2: /h/



eat

heat



old

hold



eye

high



air

hair



earring

hearing



- 2 Listen again and repeat.

## B Test Yourself

- 1 Listen and circle the word you hear.
- |               |               |                |
|---------------|---------------|----------------|
| 1. I / high   | 3. eat / heat | 5. ate / hate  |
| 2. old / hold | 4. air / hair | 6. art / heart |

- 2 Listen to each sentence and circle the word you hear.
1. It was (I / high).
  2. What nice clean (air / hair)!
  3. Did you (eat / heat) the soup?
  4. What did they say about his (art / heart)?
  5. I (ate / hate) eggs for breakfast.
  6. There's something wrong with my (earring / hearing).

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

1 In one of the words in each column, the letter *h* is usually silent. Work with a partner. Make an X through the silent *h*'s.

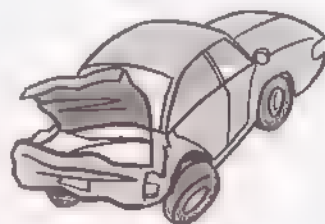
how	house	vehicle	hope	home
who	hours	hit	horrible	what
oX	hurt	behind	happened	hospital
heard	husband	half	exhausted	unharmed

- 2 Listen. Repeat the words and check your answers.

## Dialog: Helen and Ellen

*Ellen is telling Helen about a car accident.*

1 Work with a partner. Read the dialog on pages 153 and 154. Fill in the blanks with words from task C.



**Helen** Hi, Ellen.

**Ellen** Oh, Helen, have you heard about Henry?

**Helen** Who?

**Ellen** Henry Harris – Hannah's                     . He was in a car accident.

**Helen** Oh, no! What                     ?

**Ellen** He had an accident on his way                      from work.

**Helen** How awful! Was he                     ?

**Ellen** Yeah. He was taken to the hospital in an ambulance.

**Helen** That's horrible!                      did it happen?

**Ellen** A vehicle \_\_\_\_\_ him from behind. It happened about \_\_\_\_\_ a mile from his house.

**Helen** How horrible! Is he still in the \_\_\_\_\_?

**Ellen** Yeah. He's having an operation tomorrow. Poor Hannah! She's \_\_\_\_\_. She's been at the hospital for \_\_\_\_\_.

**Helen** Was the other driver hurt, too?

**Ellen** No, he was completely \_\_\_\_\_.

**Helen** I \_\_\_\_\_ Henry will be all right.

**Ellen** I hope so, too.

 **2** Listen to the dialog and check your answers.

## Pronouns

Pronouns like *he*, *his*, *him*, and *her* are usually unstressed and have a weak pronunciation.

— The sound /h/ in these pronouns is often dropped (not pronounced) when the pronoun is in the middle or at the end of a sentence.

— If you drop the /h/, link the rest of the pronoun to the word before it.

The sound /h/ is pronounced when the pronoun comes at the beginning of a sentence or after a pause.

 **1** Listen and repeat. The sound /h/ is dropped in these examples.

was ~~he~~ (sounds like "wuzzy")

Was ~~he~~ hurt?

hit ~~him~~

A vehicle hit ~~him~~ from behind.

 **2** Listen and repeat. The sound /h/ is pronounced in these examples.

He was in a car accident.

No, he was completely unharmed.

## Intonation in Exclamations

To show strong feeling:

- ▀ the voice goes up very high before it falls
- ▀ the important words are extra long.

 Listen and repeat.

Oh, **no**!

How **horrible**!

How **exciting**!

How **awful**!

How **wonderful**!

That's **horrible**!

## Conversation Practice

- 1 Practice with a partner. Student A uses the names and sentences in the table, in any order. Student B responds with an exclamation from task F. Listen to this example.

**A** Have you heard about Harry?

**B** No. What happened?

**A** He spent his whole vacation in the hospital.

**B** How awful!

NAMES	SENTENCES
Harry	He had an accident and had to go to the hospital.
Henry	He had a heart attack.
Hannah	He won eight hundred dollars.
Anna	He hurt both his hands and can't hold anything.
Hannah's father	She and her husband bought a huge house in Hawaii.
Anna's husband	She fell off a horse and hit her head.
Howard	A helicopter hit his house.
Andrew	He spent his whole vacation in the hospital.

- 2 Look at the sentences in the table. Where could you drop the sound /h/?

## Spelling

The sound /h/ is usually spelled with the letter *h*. Add more examples below.

**h** how, hope, heart, unhappy, \_\_\_\_\_

*Other spelling:*

**wh** who, whose, whole

Careful: The letter *h* is silent in these words: hour, honest, honor, heir, oh, vehicle, exhausted, exhibit, rhyme, rhythm.

- Listen and repeat these common expressions with the sound /h/.

**Hi!** How are you?

I **hope** so.

**Happy** Holidays!

What **happened**?

Can I **help** you?

**Have** you heard?

# /θ/ • think

Using Stress and Intonation to Show Surprise



- Put the tip of your tongue between your front teeth.  
Blow out air between your tongue and top teeth.  
Do not use your voice.  
Listen and repeat: /θ/.



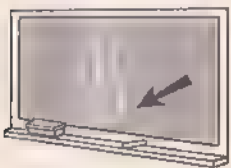
## Word Pairs 1

- 1 Listen to these word pairs.

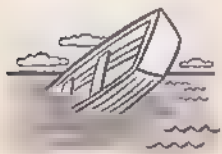
### Sound 1: /s/



sick



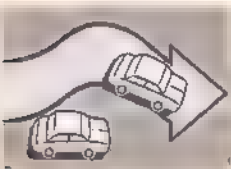
sum



sink



mouse



pass

### Sound 2: /θ/

thick



thumb



think



mouth



path



- 2 Listen again and repeat.

## B Word Pairs 2

1 Listen to these word pairs.

**Sound 1: /t/**



tie



tree



tanks



bat

**Sound 2: /θ/**

thigh



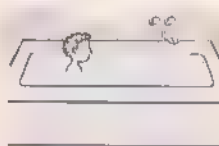
three



thanks



bath



2 Listen again and repeat.

## Test Yourself

1 Listen and circle the word you hear.


- |                  |                 |                        |
|------------------|-----------------|------------------------|
| 1. sink / think  | 3. tree / three | 5. sick / tick / thick |
| 2. mouse / mouth | 4. bat / bath   | 6. sank / tank / thank |

2 Listen to each sentence and circle the word you hear.

1. I hope they're not too (sick / thick).
2. Send (tanks / thanks).
3. She (taught / thought) for a long time.
4. I always (sink / think) in the pool.
5. It's not (true / through), is it?
6. The (bat / bath) was very small.

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

 Listen and repeat these words with the sound /θ/.

thank you  
thought  
thousand

thirsty  
Thursday  
thirty-three

author  
anything  
something


birthday  
athlete  
math

fourth  
worth  
month

## Dialog: Gossip

*Ethan is surprised at some things Beth tells him.*



 1 Listen to the dialog. One important word stands out in each sentence. Underline the word that stands out in each numbered sentence. The other sentences have been done for you.

**Beth** Kathy Roth is thirty-three.

**Ethan** Is she? 1. I thought she was forty-three.

**Beth** Her birthday was last Thursday.

**Ethan** Was it? 2. I thought it was last month.

**Beth** Seth is her third husband.

**Ethan** Is he? 3. I thought he was her fourth husband.

**Beth** Their house is worth three hundred thousand dollars.

**Ethan** Is it? 4. I thought it was worth about one hundred thousand dollars.

**Beth** Seth is the author of a math book.

**Ethan** Is he? 5. I thought he was an athlete.

**Beth** I'm so thirsty.

**Ethan** Are you? I thought you had something to drink at Kathy's house.

**Beth** No. Kathy didn't offer me anything.

**Ethan** I'll buy you a drink.

**Beth** Oh! Thank you.

2 Listen again and check your answers.

## Expressing Surprise

To show surprise, you can ask a short question with rising intonation.

 1 Listen to these short questions.

A Kathy Roth is thirty-three.

A Her birthday was last Thursday.

B Is she?

B Was it?

To show a contrast, put strong stress on the information that is different.

The stressed syllable of this word sounds **loud** and **s l o w**.

The intonation changes on this word. In a sentence with falling intonation, the voice jumps up on the stressed syllable and then falls.

## 2 Listen and repeat.

A Kathy Roth is thirty-**three**.

A Her birthday was last **Thursday**.


B Is she? I thought she

B Was it? I thought it was

was **forty-three**.

last **month**.

## Conversation Practice

 Work with a partner. Correct the mistakes in the sentences. Student A says the incorrect sentence. Student B shows surprise and then corrects the mistake. Listen to this example.

A March is the fourth month of the year.

B Is it? I thought it was the third month of the year.

1. August is the seventh month of the year.
2. New York is south of Miami.
3. There are four feet in a yard.
4. Athens is north of Rome.
5. Agatha Christie was a famous author of history books.
6. Valentine's Day is on January 14<sup>th</sup>.
7. New Year's Eve is on December 30<sup>th</sup>.
8. Last year was 2005.

## Spelling

The sound /θ/ is spelled with the letters *th*. Add more examples below.

**th** think, thousand, something, month, \_\_\_\_\_

## Common Expressions

 Listen and repeat these common expressions with the sound /θ/.

Thank you.

I'm **thirsty**.

I **think** so.

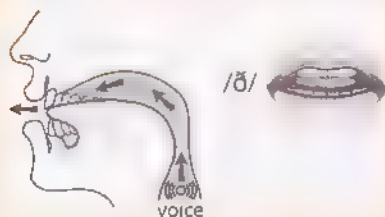
Today is my **thirtieth** birthday.

Thanks for **thinking** of me!

I'm free on Tuesdays and **Thursdays**.

# /ð/ - the other

Weak Pronunciations for *the* and *than*



Practice the sound /ð/.  
Use your voice to say /ð/.  
Listen and repeat: /ð/.



## Word Pairs 1

1 Listen to these word pairs.

Sound 1: /d/

Sound 2: /ð/



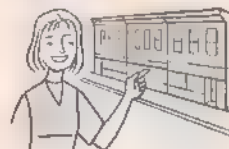
day

they



dare

there



doze

those



ladder

lather



breed

breathe



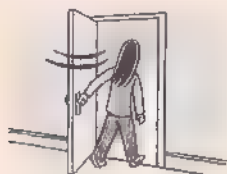
2 Listen again and repeat.

## B Word Pairs 2

1 Listen to these word pairs.

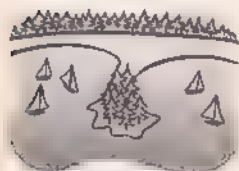
Sound 1: /z/

Sound 2: /ð/



closing

clothing



bays

bathe



breeze

breathe



tease

teethe



2 Listen again and repeat.

## C Test Yourself

1 Listen and circle the word you hear.

1. day / they

3. tease / teethe

5. D's / Z's / these

2. letter / leather

4. closing / clothing

6. breed / breeze / breathe

2 Listen to each sentence and circle the word you hear.

1. The sign said ("Closing" / "Clothing").

2. We waited until (day / they) came.

3. The child was just (teasing / teething).

4. Try to pronounce (D's / Z's / these) more clearly.

5. They're (breeding / breathing) like rabbits.

6. Did you see the (letter / leather)?

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

- 1 One word in each column has the sound /θ/ and not /ð/. Work with a partner. Circle the words that have the sound /θ/.

this

there

weather

Thursday

that

three

another

rather

think

together

anything

smoother

though

leather

either

the other

-  2 Listen. Repeat the words and check your answers.

## Shopping

*Heather is shopping for a new jacket.*

- 1 Work with a partner. Read the dialog. Fill in the blanks with words from task D. You can use a word more than once.

**Heather** I'd like to buy that jacket in the window.

**Salesclerk** Well, there are three jackets \_\_\_\_\_ in the window. Do you want the one with the feather collar?

**Heather** No. The other one. The leather one.

**Salesclerk** The one with the zipper?

**Heather** No, not \_\_\_\_\_ one either. That one over \_\_\_\_\_. The one that's on sale.

**Salesclerk** Oh, that one. Now, here's \_\_\_\_\_ leather jacket that I think you'd like.

**Heather** But this one is more expensive than the one in the window.

**Salesclerk** It's a better jacket than the other one. The \_\_\_\_\_ is smoother.

**Heather** I'd \_\_\_\_\_ get the one in the window, though. I think that one is better for cold \_\_\_\_\_.


**Salesclerk** Well, fine, if \_\_\_\_\_'s the one you want. But we don't take \_\_\_\_\_ out of the window until three o'clock on Thursday.

-  2 Listen to the dialog and check your answers.

## Weak pronunciations come out the same

The words *the* and *than* are normally unstressed and have weak pronunciations.

- Before a consonant sound, *the* is pronounced /ðə/, with the short, unstressed vowel /ə/.
- Before a vowel sound, *the* is often pronounced /ði/. The /i/ sound is short. Use the /i/ sound in /i/ to link *the* to the following vowel.
- *Than* is pronounced /ðən/, with the short unstressed vowel /ə/.

 Listen and repeat.

/ðə/                      /ðə/  
the **one**\* with the **zipper**

/ði/                      /ði/  
the **others**

/ðən/                      /ðən/  
**better** than the **others**

**Which jacket** do you **think** is **better** than the **others**?

**I think** the **one** with the **belt** is **better** than the **others**.

The word *one* begins with a consonant sound /w/, even though it begins with a vowel letter o.

## Conversation Practice

Work with a partner. Talk about the four jackets using words from the list below.



**A** Which jacket do you think is \_\_\_\_\_ than the others?

**B** I think the  
                   one with the belt  
                   leather jacket  
                   one with the zipper  
                   jacket for \$130  
                   |  
                   is  
                   looks \_\_\_\_\_ than the others.

<b>better</b>	more <b>attractive</b>	more <b>stylish</b>
<b>warmer</b>	more <b>comfortable</b>	more <b>practical</b>
<b>dressier</b>	more <b>expensive</b>	more <b>casual</b>



## Spelling

The sound /ð/ is spelled with the letters *th*. Add more examples below.

**th** there, that, another, together, \_\_\_\_\_

Careful: The *th* in *clothes* is usually silent.



## Common Expressions



Listen and repeat these common expressions with the sound /ð/.

my **mother** and **father**

What's **the** **weather** like?

I'd **rather** not answer **that**.

**either** **this** one or **that** one

Did **they** go **there** **together**?

**This** one is better **than** **the** **others**.

# Review

/y/, /f/, /v/, /w/, /h/, /θ/, and /ð/



## Test Yourself

🎧 Listen and circle the word you hear. You can use a dictionary if you like, but you don't have to understand every word to do this.

- |                         |                              |
|-------------------------|------------------------------|
| 1. best / vest / west   | 7. tree / free / three       |
| 2. berry / ferry / very | 8. den / Zen / then          |
| 3. fine / vine / wine   | 9. leap / leaf / leave       |
| 4. pool / fool / who'll | 10. tense / tent / tenth     |
| 5. you / few / hue      | 11. breed / breeze / breathe |
| 6. ear / year / hear    | 12. tease / teeth / teethe   |



## Conversations

🎧 1 Listen to B's response in each conversation below and underline the word that stands out the most. Then put a check ✓ next to the sentence that A probably said.

- A \_\_\_\_ Do you work in New York?  
 ✓ \_\_\_\_ Did you use to live in New York?  
 B No, but I used to work there.
- A \_\_\_\_ Does he have any brothers or sisters?  
 \_\_\_\_ I think he has three brothers.  
 B He has four brothers.
- A \_\_\_\_ How long have they lived here?  
 \_\_\_\_ They've lived here for five years.  
 B More than five years.
- A \_\_\_\_ When is her interview?  
 \_\_\_\_ Her interview is at 1:30.  
 B I think it's at 12:30.
- A \_\_\_\_ Does he have any brothers or sisters?  
 \_\_\_\_ I think he has three brothers.  
 B He has four brothers.
- A \_\_\_\_ When is her interview?  
 \_\_\_\_ Her interview is at 1:30.  
 B I think it's at 12:30.

7. A \_\_\_\_ Do you work in New York?  
       \_\_\_\_ Did you use to live in New York?  
       B No, but I used to work there.
8. A \_\_\_\_ How long have they lived here?  
       \_\_\_\_ They've lived here for five years.  
       B More than five years.

 **2** Listen and check your answers.

**3** Practice the conversations with a partner. For each conversation, one person says one of A's sentences. The other person gives B's response, making the correct word stand out.

### Exercise 4 Write the word in the box (10 min)

Circle the word in each line that does not have the same consonant sound underlined in the first word.

- |                   |                   |                   |                  |                  |
|-------------------|-------------------|-------------------|------------------|------------------|
| 1. <u>th</u> anks | <u>th</u> ere     | any <u>th</u> ing | mon <u>th</u> s  | thr <u>ee</u>    |
| 2. <u>v</u> ery   | o <u>f</u>        | vi <u>ew</u>      | li <u>v</u> e    | o <u>ft</u> en   |
| 3. <u>f</u> unny  | laugh <u>e</u> d  | pho <u>n</u> e    | thoug <u>h</u> t | fi <u>r</u> st   |
| 4. <u>h</u> ow    | wh <u>o</u>       | wh <u>y</u>       | hop <u>e</u>     | wh <u>o</u> le   |
| 5. <u>w</u> ent   | qu <u>es</u> tion | o <u>n</u> e      | o <u>n</u> ly    | wh <u>e</u> n    |
| 6. <u>t</u> hat   | oth <u>er</u>     | clo <u>th</u> ing | no <u>th</u> ing | rat <u>h</u> er  |
| 7. <u>y</u> es    | comp <u>u</u> ter | fe <u>w</u>       | quic <u>k</u> ly | milli <u>o</u> n |

## /m/ • me

## Using Intonation to Change Meaning



- Close your lips.  
Use your voice.  
The sound /m/ comes through your nose.  
Listen and repeat: /m/.

## A Vocabulary

- Listen and repeat these words with the sound /m/.

make	summer	time
met	small	comes
remember	smart	Mom
tomorrow	home	homemade

Sam is talking to his mother. He invited a friend from school to come to his house for lunch.



- 1 Work with a partner. Read the dialog. Fill in the blanks with words from task A.

**Sam** Mom?

**Mom** Mm?

**Sam** Can my friend Tom come home with me for lunch tomorrow?

**Mom** Mm, I guess so. Have I met Tom before?

**Sam** Mm-hm. You met him in the summer. He's small and really smart in math.

**Mom** Mm, I remember Tom. His family comes from Maine, right?

**Sam** Mm-hm, that's him. Oh, um, Mom? Can you make some homemade muffins tomorrow?

**Mom** Mm . . . maybe. If I have time.

**Sam** But tomorrow, I told Tom about your muffins. That's why he's coming for lunch tomorrow!

- 2 Listen to the dialog and check your answers.

## Using Intonation to Change Meaning

*Mm* can have many meanings. The meaning changes when you change the intonation.

### Listen.

*Mm* means "What did you say?"

*Mm* means "I'm thinking."

*Mm* means "Yes."

*Mm* means "This is good!" or "This is delicious!"

## Conversation

### 1 Listen to this conversation. Say which meaning *Mm* has in B's answers.

A Would you like some homemade muffins?

B *Mm?*

A Would you like some muffins?

B *Mm.*

A Here you go.

B *(eating)* *Mm!*

A I'm glad you like them. I made them myself.

Would you like jam with them?

B *Mm?*

A Jam.

B *Mm...*

A They're yummy with jam. Want some?

B *Mm.*

A Here you are.

B *(eating)* *Mm!*

### 2 Practice the conversation with a partner.

## Spelling

The sound /m/ is spelled with the letter *m*. Add more examples below.

**m** maybe, family, home, I'm, \_\_\_\_\_

**mm** summer, swimming, yummy

Other spellings:

**mb** *b* is silent: comb, lamb, climb

**mn** *n* is silent: autumn, column

## Listen & Repeat

### Listen and repeat these common expressions with the sound /m/.

My name is ...

Have some more.

I'm sorry.

Sometimes.

I don't remember.

Maybe.

# /n/ • no

Syllabic /n/



- Put the tip of your tongue on the roof of your mouth just behind your top teeth.  
Do not close your lips.  
Use your voice.  
The sound /n/ comes through your nose.  
Listen and repeat: /n/.



## Word Pairs

- 1 Listen to these word pairs.

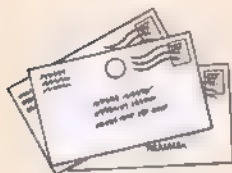
Sound 1: /m/

Sound 2: /n/



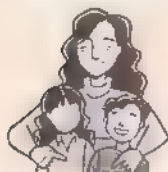
me

knee



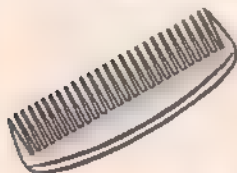
mail

nail



mine

nine



comb

cone



gum

gun




- 2 Listen again and repeat.

## Test Yourself

 **1** Listen and circle the word you hear.

- |                |                |              |
|----------------|----------------|--------------|
| 1. mail / nail | 3. mine / nine | 5. gum / gun |
| 2. me / knee   | 4. comb / cone | 6. M / N     |

 **2** Listen to each sentence and circle the word you hear.

1. Can you pick up the (mail / nail)?
2. I'd like two (combs / cones), please.
3. I'll give you (mine / nine).
4. Be careful – don't step on the (gum / gun)!
5. Isn't the homework (dumb / done)?
6. Do you spell that with one (M / N) or two?

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

 **1** Listen and repeat these words with the sound /n/.

- |       |              |            |
|-------|--------------|------------|
| new   | neighborhood | don't      |
| nice  | midnight     | tenant     |
| noise | spend        | convenient |


 **2** Say /n/ clearly at the end of a word. Listen and repeat.

- |         |        |               |
|---------|--------|---------------|
| one     | seven  | kitchen       |
| nine    | eleven | downtown      |
| fifteen | I mean | train station |

 **3** Link /n/ at the end of a word to a following vowel. Listen and repeat.

- |              |         |               |
|--------------|---------|---------------|
| an apartment | an oven | on a bus line |
|--------------|---------|---------------|

*Martin is looking for an apartment to rent. He is talking to a rental agent.*

 **1** Read the dialog as you listen. Circle the words you hear. Do you hear two separate words or a contraction?

**Martin** Good morning. (I am / I'm) interested in renting a one-bedroom apartment downtown.

**Agent** Certainly. (We have / We've) a nice apartment on the corner of Main Street and Central Avenue. (It has / It's) big windows, a new kitchen, and a very convenient location. And (it is / it's) only \$1,120 a month.

**For Rent**  
One-bedroom  
apartment

**Martin** I (could not / couldn't) pay \$1,120 a month. (I am / I'm) a student.

**Agent** A student, hmm. . . . How much can you spend?

**Martin** Well, I (did not / didn't) want to spend more than \$700 a month.

**Agent** \$700 a month? We (do not / don't) often have apartments as inexpensive as that. Not in the center of town, anyway. (We have / We've) got one apartment for \$790 a month.

**Martin** (Where is / Where's) it? Is it in the same neighborhood?

**Agent** No, it (is not / isn't). (It is / It's) on Seventh Avenue, near the train station.

**Martin** I (do not / don't) know. I mean, I need to be near the university.

**Agent** (It is / It's) on a bus line. (It has / It's) a kitchen, but the kitchen (does not / doesn't) have an oven.

**Martin** No oven? Well, a nice kitchen (is not / isn't) that important to me.

**Agent** (There is / There's) a garden in the front, but the tenants (cannot / can't) use it. The landlord lives downstairs. Friends are forbidden in the apartment after midnight. No noise and no television after 11:15. No –

**Martin** No, thank you! I want an apartment, not a prison!

**2** Listen again and check your answers.

## Syllabic /n/

Sometimes the sound /n/ makes a syllable without any vowel sound. This is called “syllabic /n/.”

▪ Syllabic /n/ occurs only in unstressed syllables.

▪ Syllabic /n/ usually comes after another consonant made with the tip of the tongue just behind your top teeth: /t/, /d/, /s/, or /z/.

 **1** Listen and repeat. Try not to move the tip of your tongue between the sound /d/, /z/, or /t/ and the following /n/.

garden	isn't	written
forbidden	doesn't	gotten
student	didn't	important
prison	couldn't	certainly

 **2** Listen and repeat. The word *and* is often pronounced as a syllabic /n/.

790            “seven hundred 'n' ninety”  
1,120        “eleven hundred 'n' twenty” or “one thousand one hundred 'n' twenty”  
Main Street and ('n') Central Avenue  
no noise and ('n') no television

## Comprehension

Work with a partner. Take turns asking and answering questions about the dialog. Use short answers like “No, he didn’t” / “No, he isn’t” / “Yes, he is.”

1. Is Martin looking for a house in the country?
2. Does he want an apartment with two bedrooms?
3. Is Martin a student?
4. Did he want to spend \$1,120 a month?
5. Does the second apartment have a kitchen?
6. Does the kitchen have an oven?
7. Could Martin make noise after midnight?
8. Did Martin rent the apartment?

## Discussion

Practice in a group of three or four people. Talk about the things that are important to you in renting an apartment. Which things below are most important to you? Which things are not important?

no noise  
convenient location  
low rent

a new kitchen  
a nice neighborhood  
a nice landlord

near transportation  
friends nearby  
a garden

## Spelling

The sound /n/ is usually spelled with the letter *n*. Add more examples below.

**n** new, name, downtown, none, \_\_\_\_\_

**nn** funny, dinner, beginning

*Other spellings:*

**kn** *k* is silent: know, knee, knife, knock

**gn** *g* is silent: foreign, sign, design

Careful: The letter *n* is silent in these words: column, autumn.

## Common Expressions

👂 Listen and repeat these common expressions with the sound /n/.

No, I **didn't**.

I don't want to.

Not **now**.

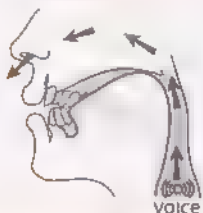
I'll be ready **in a minute**.

I don't **know** the **answer**.

I'm **not done**.

# /ŋ/ • sing

Weak Pronunciation and Contraction of *be*



🎧 Touch the back of the roof of your mouth with the back of your tongue.

Use your voice.

The sound /ŋ/ comes through your nose.

Listen and repeat: /ŋ/.



## Word Pairs 1

🎧 1 Listen to these word pairs.

### Sound 1: /n/



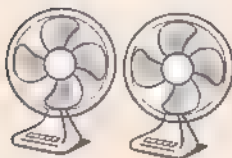
thin



ban



ran



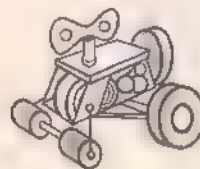
fans



wins

### Sound 2: /ŋ/

thing



bang



rang



fangs



wings



2 Listen again and repeat.

## Word Pairs 2

 **1** Listen to these word pairs.

**Sound 1: /ŋk/**



think



bank



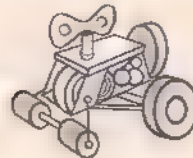
sink



rink

**Sound 2: /ŋ/**

thing



bang



sing




ring




**2** Listen again and repeat.

## Test Yourself

 **1** Listen to the word pairs. Write *S* if the two words are the same or *D* if the two words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

 **2** Listen to each sentence and circle the word you hear.

1. Don't let him (sink / sing)!
2. They (banned / banded) the books.
3. Watch out for those (fans / fangs).
4. I want (to win / a wing).
5. The (rink / ring) was a perfect circle.
6. They should (ban / bank / bang) it.

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.



## Vocabulary

Listen and repeat these words with the sound /ŋ/.

string	falling	sleeping	standing
pink	running	yelling	helping
morning	talking	tying	reaching



## Dialog

*Frank is trying to sleep. Ingrid is looking out the window at their neighbors, the Kings.*



1 Read the dialog as you listen. If you hear a word that is different from the word in your book, correct the word. Use the words in task D. There are 12 words to correct. The first one has been done for you.

**Frank** (*angrily*) Bang! Bang! Bang! What are the Kings doing? It's seven o'clock on Sunday <sup>morning</sup> ~~evening~~, and we're trying to sleep!

**Ingrid** They're singing very loudly.

**Frank** Yes, but what's the banging noise, Ingrid?

**Ingrid** (*looking out the window*) Ron is sitting on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong rings on the nails.

**Frank** What's Ann doing?

**Ingrid** She's bringing something interesting for Ron to drink. Now she's putting it down. He's asking for the drink and – Oh, no!

**Frank** What's happening?

**Ingrid** The ladder is breaking!

**Frank** Is Ron still standing on it?

**Ingrid** No, he's . . . he's hanging from the string. Oh, my goodness. He's holding onto the string by his fingers and laughing.

**Frank** Isn't Ann watching him?

**Ingrid** No. She's walking toward our house.

**Frank** You're joking!

**Bell** (*Ring! Ring! Ring!*)

**Ingrid** That's her ringing the bell!

**Frank** Well, I'm not answering it. I'm leaving.

**2** Listen again and check your answers.



## Weak Pronunciation and Contractions

The verb *be* usually has a weak (unstressed) pronunciation in the middle of a sentence.

Link the weak pronunciation of *be* to the word before it. The weak pronunciation of *are* (/ər/) sounds like the *-er* ending in *teacher*.

After a pronoun, *be* is almost always contracted to *'m* (*I'm*), *'re* (*you're, we're, they're*), or *'s* (*he's, she's, it's*).

**1** Listen and repeat.

**What are they doing?**

They're **singing**.

You're **joking**!

We're **trying to sleep**.

I'm **sleeping**.

He's **reaching for the drink**.

**What's happening?**

**2** Talk about these pictures. Use falling intonation on the *Wh-* questions. Listen.

**A** What's **Ingrid** doing?

**B** She's looking out the **window**.



Ingrid



1. Ron King



2. Ron



3. Ann King



4. Ron



5. Ann



6. Frank

## Conversation Practice

- 1 Practice with a partner. Use the phrases below to make true sentences about yourself. Then listen to your partner's sentences.

*Examples:* I'm not wearing a ring.  
I'm reading an interesting book.

1. wearing a ring
  2. reading an interesting book
  3. wearing something pink
  4. taking a boring class
  5. studying more than one language
  6. planning a long trip
  7. thinking of moving (to a new house or apartment)
- 2 Tell the class about the things that are true for both of you.

*Examples:* We're not wearing rings.  
We're planning long trips.

## Spelling

The sound /ŋ/ is usually spelled with the letters *ng*. Before a /k/ or /g/ sound, /ŋ/ is spelled with the letter *n*. Add more examples below.

**ng** morning, ring, singing, wrong, \_\_\_\_\_  
**n** before /k/: think, bank, uncle, \_\_\_\_\_  
 before /g/: finger, angry, English, language, hungry, longer, single

## Common Expressions

- Listen and repeat these common expressions with the sound /ŋ/.

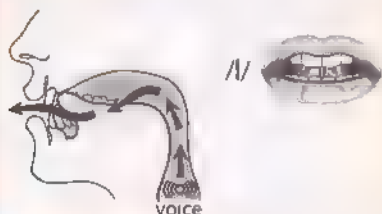
Good morning.  
I'm hungry.  
Is something wrong?

The phone is ringing.  
I've been waiting a long time.  
How long have you been studying English?

# UNIT 47

## /l/ • light, fall

Weak Pronunciation and Contraction of *will*



- Put the tip of your tongue just behind your front teeth. Use your voice. To make the sound /l/, the air goes over the sides of your tongue and out of your mouth. Listen and repeat: /l/.



### Word Pairs 1

- 1 Listen to these word pairs.

Sound 1: /n/

Sound 2: /l/



night

light



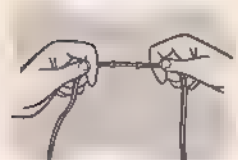
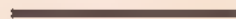
no

low



nine

line



connect

collect

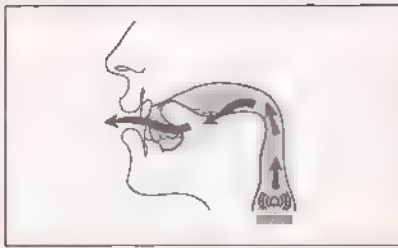


snow

slow



- 2 Listen again and repeat.



🎧 /l/ sounds a little different at the end of a word or before a consonant. As you say /l/, raise the back of your tongue toward the roof of your mouth. Listen and repeat: /l/.

## **B** Word Pairs 2

🎧 1 Listen to these word pairs.

**Sound 1: /n/**



ten



pin



bone



mine

**Sound 2: /l/**

tell



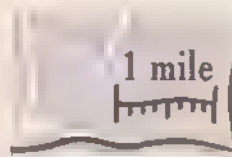
pill



bowl



mile



2 Listen again and repeat.

## **F** Test Yourself

🎧 1 Listen and circle the word you hear.

1. no / low

3. connect / collect

5. bone / bowl

2. night / light

4. ten / tell

6. snow / slow

🎧 **2** Listen to each sentence and circle the word you hear.

1. Is it (night / light) already?
2. Write it under the (nine / line).
3. I dropped a (pin / pill).
4. That's the dog's (bone / bowl).
5. There were (no / low) tables in the room.
6. He (connected / collected) the pieces.

**3** Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

🎧 **1** Listen and repeat these words with the sound //.

listen	a lot	college	eleven o'clock
look	late	relax	alarm clock
hello	early	usually	English class

🎧 **2** The sound // has a different, heavier sound at the end of a word or before a consonant. Listen and repeat.

call	help	trouble	almost always
well	cold	simple	fall asleep
cool	people	difficult	a glass of milk

## Dialog: Night Owl

*Solve Your Sleep Problems is a radio show. People who have trouble sleeping can call and ask for help.*

🎧 **1** Cover the dialog and listen. Then answer the questions.

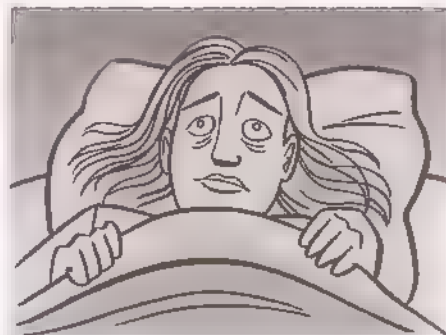
1. What is Lilly's sleep problem? Check ☒ one.

- She falls asleep in her English class.
- She wakes up too early.
- She has trouble falling asleep.

2. What does Dr. Lopez suggest? Check ☒ all the true sentences.

- |                            |  |
|----------------------------|--|
| Go to bed earlier.         | Go to bed later.                       |
| Follow a regular schedule. | Sleep in a cool room.                  |
| Take sleeping pills.       | Don't lie in bed looking at the clock. |
| Turn all the lights off.   | Sleep in a comfortable bed.            |
| Watch television in bed.   | Don't watch television in bed.         |
| Drink a glass of milk.     | Don't eat a large meal late at night.  |

**2** Listen again and read the dialog. Check your answers to step 1.



- Announcer** Welcome to *Solve Your Sleep Problems* with Dr. Sleep. Dr. Sleep's real name is Luisa Lopez, and she'll be taking calls from listeners. Do *you* have trouble sleeping? Here's our first caller now.
- Dr. Lopez** Hello. Luisa Lopez here. Who's calling, please?
- Lilly** Hello. My name is Lilly, and, uh, I'm a college student.
- Dr. Lopez** Hello, Lilly. How well do *you* sleep?
- Lilly** Not well at all. I have a *lot* of trouble falling asleep at night and then in the morning, I need two alarm clocks to wake me! I have an English class at eight o'clock, and I'm always late.
- Dr. Lopez** When do you go to sleep, Lilly?
- Lilly** I usually go to bed around, um, eleven o'clock.
- Dr. Lopez** Maybe eleven o'clock is too early for you. We all have a biological clock that tells us when to sleep. Maybe *your* biological clock is telling you to go to bed later.
- Lilly** Well, if I go to bed later, it still takes me a long time to fall asleep. How can I fall asleep more quickly?
- Dr. Lopez** First of all, you should follow a regular schedule - always go to sleep and get up at the same time. Don't sleep late on the weekend.
- Lilly** All right, I'll try.
- Dr. Lopez** And do something relaxing before bed - no loud music or lively telephone calls.
- Lilly** I hardly ever listen to loud music, so that'll be simple.
- Dr. Lopez** Use your bed only for sleeping - not for watching television or reading.
- Lilly** Well, that'll be difficult, because I always watch television in bed.
- Dr. Lopez** And let's see, what else . . . Turn all the lights off. Keep your bedroom cool but not cold. And last but not least, if you do have trouble falling asleep, don't look at the clock!
- Lilly** My Mom always tells me to drink a glass of milk. Does that really help?
- Dr. Lopez** Yes, it does. Milk has a chemical that helps people sleep. A glass of milk is an excellent idea.
- Lilly** All right. I'll try all that.
- Dr. Lopez** And one last thing: Maybe you should listen to your biological clock and look for a later English class!

*Will* is usually unstressed and has a weak pronunciation in the middle of a sentence.

• After a pronoun, *will* is usually contracted to *'ll*.

In contractions with *will*, the vowel in the pronoun often sounds weaker or more relaxed. For example: *He'll* (sounds like *hill*) *call back*.

🔊 Listen and repeat.

I'll (/əl/ ) try.

She'll (/ʃɪl/ ) be taking calls.

That'll (ðætɪl) be more difficult.

## 0 Quiz: Night Owl or Early Bird?

A night owl is a person who likes to stay up late. An early bird likes to get up early.

- 1 Work with a partner. For fun, take the quiz below. Complete each sentence with one of these words or phrases: *always* / *usually* / *occasionally* / *hardly ever* / *never*. Then listen to your partner's sentences.

Night Owl		Early Bird	
1. I	have trouble falling asleep.	1. I	fall asleep in less than ten minutes.
2. I	need an alarm clock to wake up.	2. When I wake up, I	feel alert and cheerful.
3. When I wake up, I	feel sleepy and irritable.	3. I	get up when it starts to get light.
4. I	feel most alert in the early evening.	4. I	feel hungry early in the morning.
5. I	go to bed after twelve o'clock.	5. I	go to bed before eleven o'clock.

- 2 A night owl will answer *always* or *usually* to most of the questions on the left. An early bird will answer *always* or *usually* to most of the questions on the right. Does the quiz show that you are a night owl or an early bird? Do you agree?

## H Spelling

The sound // is spelled with the letter *l*. Add more examples below.

- I late, early, sleep, told, trouble, \_\_\_\_\_  
 II call, spell, really, excellent, \_\_\_\_\_

Careful: The letter *l* is sometimes silent when it comes before a consonant: talk, walk, half, could, should, would, yolk, calm, palm.

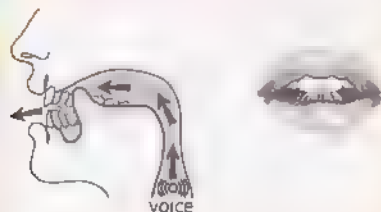
## 0 Common Expressions

- 🔊 Listen and repeat these common expressions with the sound //.

Look out!	I'm leaving in a little while.
I'll call you later.	I fell asleep.
I don't feel well.	Lots of luck!

# /r/ • right

Stress in Long Words



- Turn the tip of your tongue up.  
Do not touch the roof of your mouth with the tip of your tongue.  
Make your lips a little round.  
Listen and repeat: /r/.



## Word Pairs

- 1 Listen to these word pairs.

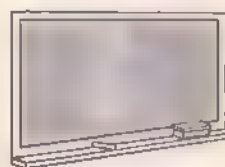
Sound 1: //

Sound 2: /r/



long

wrong



light

write



pilot

pirate



glass

grass



cloud

crowd



- 2 Listen again and repeat.

## B Test Yourself

- 1 Listen to the word pairs. Write *S* if the words are the same or *D* if the words are different.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- 2 Listen to each sentence and circle the word you hear.

1. That sentence is (long / wrong).
2. Don't walk on the (glass / grass).
3. He was a famous (pilot / pirate).
4. I'm going to (collect / correct) the homework.
5. I couldn't see because of the (cloud / crowd).
6. Did you take the (light / right) suitcase?

- 3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## C Vocabulary

- 1 Listen and repeat these words with the sound /r/.

reading	romantic	bright	remember
sorry	married	drawing	regards
writer	American	interesting	require
reporter	French	creative	photographer

- 2 These words have both the sounds /r/ and //l/. Listen and repeat.

really	practical	responsibility	library
friendly	translator	congratulations	librarian
stressful	grandchildren	electrician	air traffic controller

## D Dialogues

*Rose and Laura are old friends. They haven't seen each other in a long time.*

- 1 Cover the dialog and listen. Check ✓ the words in task C that Rose and Laura use to describe their children. Circle the jobs that their children have.

**Rose** Are your children grown up now, Laura?

**Laura** Oh, yes. Rachel is married and has three children.

**Rose** You're a grandmother? That's great! Congratulations!

**Laura** Thanks! But I don't see my grandchildren very much. Rachel and her family live in Paris.



- Rose** In Paris! Really?
- Laura** Yeah. Rachel is a reporter for an American newspaper. Her husband is a French photographer. They met when they were reporting on the same story.
- Rose** How romantic! And what about Grace? Is she married, too? She was such a bright girl – always reading.
- Laura** No, she isn't married, but she has a boyfriend. And she still reads a lot. She's a librarian at the public library. So, what about your children?
- Rose** Do you remember Roger?
- Laura** Of course, I remember Roger. Is he in college?
- Rose** Oh, no. He graduated. Right now he's working as a translator, but what he really wants to do is write.
- Laura** That's not surprising. He was a very creative little boy – always drawing or writing stories.
- Rose** You're right – he'd like a job with more creativity.
- Laura** And what about Brian? He was more practical, if I remember correctly – less of a dreamer.
- Rose** Brian is an air traffic controller in Florida.
- Laura** Really? Very interesting.
- Rose** Yeah, it's an interesting job – but stressful.
- Laura** Does his job require a lot of travel?
- Rose** Not really. But he has a lot of responsibility. I'm sorry, Laura, I have to run now. I'm late for my train. But I'm really glad I ran into you.
- Laura** Great to see you, too, Rose. Give my regards to everybody!

**2** Listen again and read the dialog. Check your answers to step 1.

## **Unit 10 Long Words**

Long words are often built by adding an ending to a shorter word.

When an ending is added to a word, often the stressed syllable in the word does not change. Endings that do not usually change the stress include *-er*, *-or*, *-ful*, *-ing*, and *-ly*.

But some endings do change the stressed syllable in a word. When the endings *-ian*, *-ic*, *-ical*, *-ion*, and *-ity* are added to a word, the strong stress usually moves to the syllable just before the ending.

 **1** The stressed syllable stays the same when we add these endings. Listen and repeat.

**report** + *-er* = **reporter**

**translate** + *-or* = **translator**

**interest** + *-ing* = **interesting**

**beauty** + *-ful* = **beautiful**

**probable** + *-ly* = **probably**

- 2 Stress moves to the syllable just before the ending in these words. Listen and repeat.

library + -ian = **librarian**

electric + -ian = **electrician**

romance + -ic = **romantic**

politics + -ical = **political**

congratulate + -ions = **congratulations**

responsible + -ity = **responsibility**

- 3 Try these. Underline the stressed syllable in each word.

friendly

stressful

promotion

creativity

opportunity

practical

politician

artistic

surprising

## Discussion

- 1 Practice in a group of two or three people. Talk about the things that are most important to you in a job. Choose three of the items below to complete this sentence:

I'd like a job that ...

is interesting

isn't very stressful

requires creativity

has a lot of responsibility

has flexible hours

requires problem-solving

requires travel

has friendly people

has opportunities for promotion

requires working with a group

requires working alone

pays very well

requires a lot of writing

doesn't require a lot of writing

- 2 After each person has completed the sentence, discuss the job each person would probably like to have.

## Spelling

The sound /r/ is usually spelled with the letter *r*. Add more examples below.

**r** right, repeat, really, \_\_\_\_\_

**rr** sorry, tomorrow, married, correct

Other spellings: wrong, write, rhythm, rhyme

## Common Expressions

- Listen and repeat these common expressions with the sound /r/.

Great!

Try it.

All right.

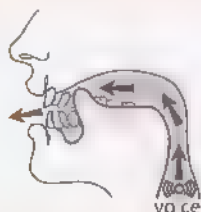
Relax!

Are you ready?

I'm really sorry.

# /r/ • after vowels

Intonation in Polite Questions



To say the sound /r/ after a vowel, curl the tip of your tongue up. Do not touch the roof of your mouth with the tip of your tongue. Listen and repeat: /r/.



## Word Pairs

1 Listen to these word pairs.

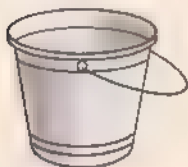
Sound 1: /l/

Sound 2: /r/



heel

hear



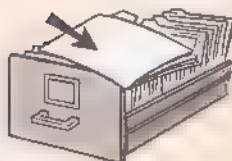
pail

pear



fall

four



file

fire



towel

tower



2 Listen again and repeat.

## 8 Test Yourself

1 Listen and circle the word you hear.

- |                |                |                  |
|----------------|----------------|------------------|
| 1. fall / four | 3. file / fire | 5. towel / tower |
| 2. heel / hear | 4. pail / pear | 6. pool / poor   |

2 Listen to each sentence and circle the word you hear.

- Put this paper in the (file / fire).
- I put the (pail / pear) in the kitchen.
- (Fall / Four) is the best time to go there.
- Did you find the (towel / tower)?
- You shouldn't (feel / fear) it.
- We need more money for the (pool / poor).

3 Practice step 2 with a partner. Say each sentence, choosing a word from the word pair. Your partner should point to the word you say.

## Vocabulary

1 Work with a partner. Write each word in the correct column in the table below.

hear	chair	first	before	clerk
four	start	morning	upstairs	clear
far	here	near	worse	aren't
thirty	there	large	where	toward

hear	chair	far	thirty	four

2 Listen. Repeat the words and check your answers.

## 8 Dialog Activities

Mary and Aaron are at the airport. Their flight has been delayed.

1 Work with a partner. Read the dialog on the next page. Fill in the blanks with words from task C.

PARK AIRWAYS
FLIGHT 434
TO NEW YORK
DEPARTURE TIME 12:30
NEW DEPARTURE TIME 4:45

**Announcement** Good morning. Passengers on Park Airways flight 434, scheduled to depart for New York at 12:30, there will be a short delay. That flight will now depart at 4:45. Passengers should remain here at the airport. We're sorry . . .

**Aaron** Did you hear that? It wasn't very \_\_\_\_\_.

**Mary** There's going to be a short delay. We \_\_\_\_\_ leaving until a quarter to five.

**Aaron** SHORT delay?! That's more than \_\_\_\_\_ hours!

**Mary** Well, I'm thirsty. Do you know if there's a coffee bar here?

**Aaron** I'm not sure. Oh, there's an airline clerk. Ask her.

**Mary** *(to the airline clerk)* Pardon me, is \_\_\_\_\_ a coffee bar here?

**Airline clerk** A coffee bar? No, sorry. This isn't a very \_\_\_\_\_ airport. But there's a cafeteria \_\_\_\_\_, near the security check.

**Mary** Thanks.

*(to Aaron)* I'm going upstairs. Coming, dear?

**Aaron** No. I'm tired. I'm going to find a comfortable \_\_\_\_\_ and stay here. *(to the airline clerk)* Where's the nearest restroom?

**Airline clerk** Right over there, \_\_\_\_\_ gate 14.

**Aaron** Is there a problem with the airplane?

**Airline clerk** Oh, no, sir. There's a storm moving toward here, and the weather forecast says it will get \_\_\_\_\_ before it gets better. But it should clear up in a couple of hours.

**Aaron** Are you sure?

**Airline clerk** Oh, yes, sir. Flight 434 will be the \_\_\_\_\_ plane to leave after the storm. Our departure time is 4:45. We'll start boarding at quarter after four.

 **2** Listen to the dialog and check your answers.

## Intonation in This Dialog

To make a question sound polite, the intonation often starts high, jumps down on the stressed syllable of the most important word, and then rises at the end of the question.

- This intonation can be used for both *Yes / No* and *Wh-* questions.
- This intonation is often used when asking a stranger a question.

 Listen and repeat.

Is there a **coffee** bar here?

Where's the nearest **restroom**?

Practice in a group of three or four people. Take turns asking for directions to places in your town or neighborhood. Ask about places like the ones below. Listen to these examples:

**A** Pardon me. Is there a **bookstore** near here?

**B** Yes. There's a bookstore on the **corner**.

**A** Where's the nearest **tourist** office?

**B** Sorry, I'm really not **sure**.

a **park**

the **airport**

a **tourist** office

a **bookstore**

a **hardware** store

a **department** store

a **hairdresser**

a **farmer's** market

a **library**

a **florist**

a **cafeteria**

## Spelling

The sound /ɪr/ is usually spelled with the letters *ear*, *eer*, or *er*.

**ear** near, hear, clear

**eer** cheerful, deer

**er** cafeteria, serious, experience

*Other spellings:* here, we're, cashier

The sound /ɛr/ is usually spelled with the letters *air* or *are*.

**air** air, chair, hair, upstairs

**are** care, scared, compare

*Other spellings:* wear, pear, where, there, their, parent, area

The sound /ʊr/ is usually spelled with the letters *ure* or *ur*.

**ure** sure, pure

**ur** curious, plural

*Other spelling:* poor

For the sound /ɑr/, /ɔr/, and /ər/, see Units 10, 11, and 21.

## Common Expressions

Listen and repeat these common expressions with the sound /r/ after vowels.

Take **care**!

Is it **near** here?

How **far** is it from here?

Are you **sure**?

Where are you from?

Where were you **born**?

# Review

/m/, /n/, /ŋ/, /l/, and /r/

## A Test Yourself

🎧 Listen and circle the word you hear. You can use a dictionary if you like, but you don't have to understand every word to do this.

- |                                |                           |
|--------------------------------|---------------------------|
| 1. some / sun / sung           | 7. wait / late / rate     |
| 2. ram / ran / rang            | 8. wide / lied / ride     |
| 3. clam / clan / clang         | 9. he's / heels / hears   |
| 4. rum / run / rung            | 10. sought / salt / sort  |
| 5. night / light / right       | 11. two's / tools / tours |
| 6. connect / collect / correct | 12. wide / wild / wired   |

## B Intonation

🎧 Listen. Circle the question that shows the intonation you hear. Then choose the most likely explanation for the intonation. The speaker is probably:

- talking to someone they know.
  - asking someone to repeat.
  - asking a stranger for information.
- Write *a*, *b*, or *c* in the blank.

1. Where's the nearest **bank**? \_\_\_\_\_ b

Where's the nearest bank?

Where's the nearest **bank**?

2. When does the **plane** leave? \_\_\_\_\_

When does the plane leave?

When does the **plane** leave?

3. What time does the **library** close? \_\_\_\_\_

What time does the library close?

What time does the **library** close?

4. Where can I find a **restroom**? \_\_\_\_\_

**Where** can I find a restroom?

Where can I find a **restroom**? \_\_\_\_\_

5. What **time** is it? \_\_\_\_\_

**What** time is it?

What **time** is it? \_\_\_\_\_

6. When does the **plane** leave? \_\_\_\_\_

**When** does the plane leave?

When does the **plane** leave? \_\_\_\_\_

7. Where's the nearest **bank**? \_\_\_\_\_

**Where's** the nearest bank?

Where's the nearest **bank**? \_\_\_\_\_

8. What **time** is it? \_\_\_\_\_

**What** time is it?

What **time** is it? \_\_\_\_\_

### **C** Puzzle: Which word doesn't belong?

Circle the word in each line that does not have the same stress pattern as the others.

- |                |             |              |             |
|----------------|-------------|--------------|-------------|
| 1. require     | connect     | asleep       | <u>oven</u> |
| 2. bedroom     | myself      | sometimes    | midnight    |
| 3. remember    | tomorrow    | probably     | apartment   |
| 4. important   | forbidden   | romantic     | practical   |
| 5. relaxing    | interesting | happening    | listening   |
| 6. responsible | comfortable | photographer | librarian   |

# Track List for Student Audio CD

Track	Unit	Task
1		
2	1	B
3	2	D
4	3	D
5	4	D
6	5	D
7	6	C
8	7	D
9	9	D
10	10	E
11	11	E
12	12	D
13	13	B
14	14	D
15	15	C
16	16	D

Track	Unit	Task
17	17	D
18	18	D
19	19	C
20	20	D
21	21	F
22	22	B
23	23	D
24	24	B
25	25	D
26	26	B
27	27	D
28	29	B
29	30	D
30	31	D
31	32	B
32	33	D

Track	Unit	Task
33	34	D
34	35	C
35	36	D
36	37	D
37	38	E
38	39	D
39	40	D
40	41	E
41	42	E
42	44	B
43	45	D
44	46	E
45	47	E
46	48	D
47	49	D



## An Introduction to the Sounds of English

*Pronunciation Pairs*, Second Edition, is a fully revised edition of this best-selling pronunciation text for high beginning to intermediate students of English. Active listening and interactive speaking tasks help students recognize and produce the individual sounds and the rhythm, stress, and intonation patterns of North American English. Illustrated word pairs help students differentiate the sounds they often confuse.

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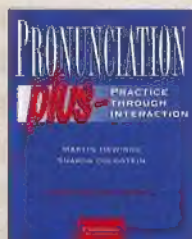
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